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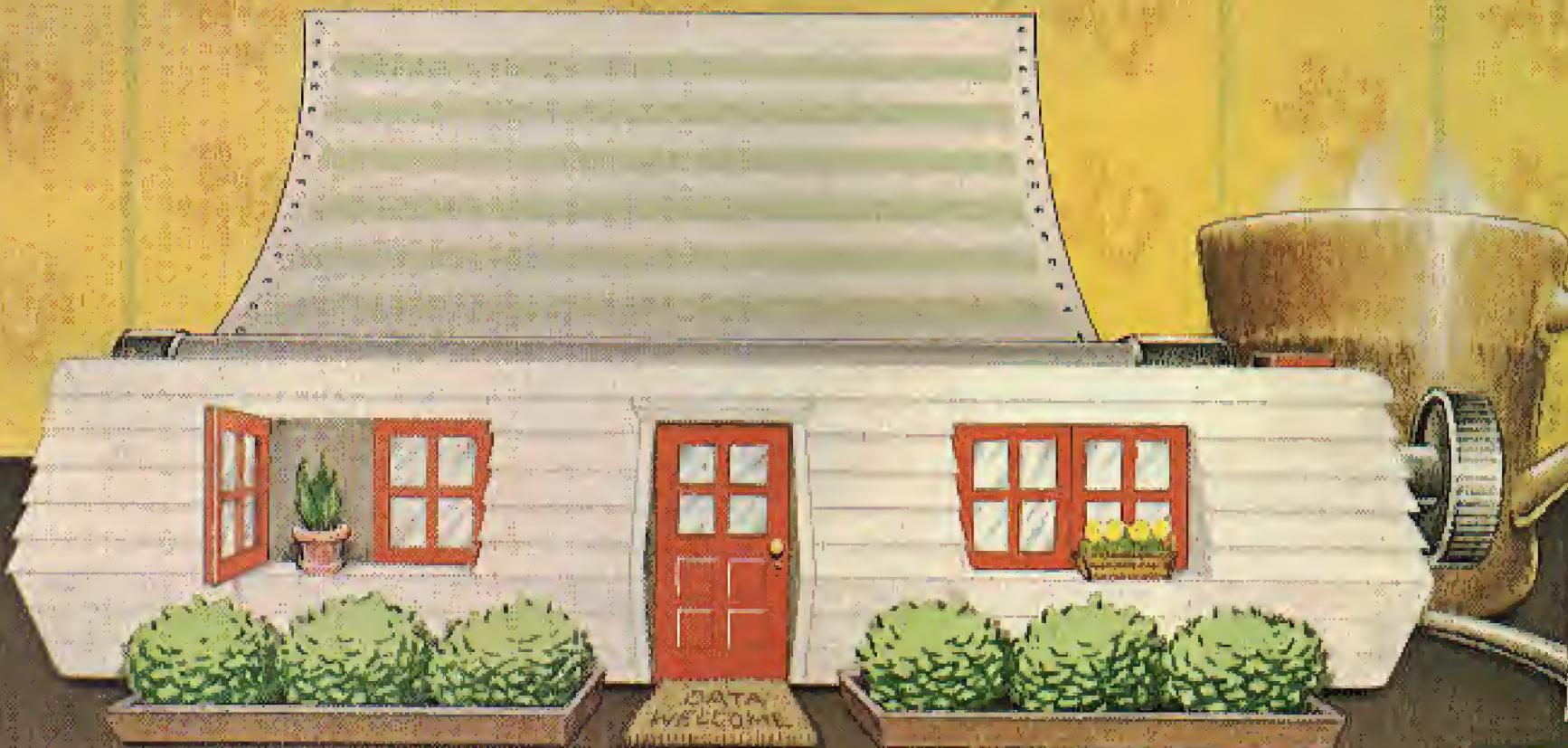
Covering THE TEXAS INSTRUMENTS  
Brand of Home Computers



# HOME COMPUTER

magazine

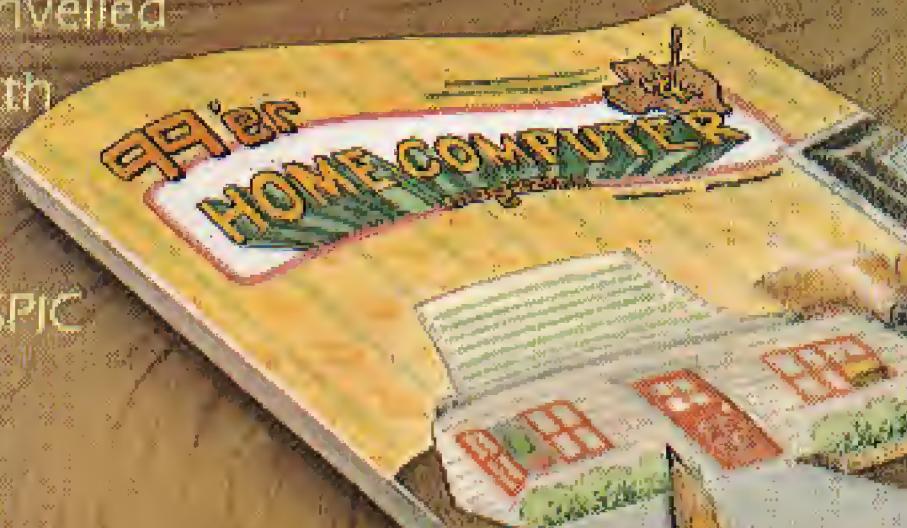
February, 1983 \$3.50 in U.S.A.



TEXAS INSTRUMENTS

## Printers in the Home

- Two New TI Computers Unveiled
- Expanding Your System with Compact Peripherals
- The Voice of Parsec
- Learning with LOGO & ASPIC
- Speech Recognition for the Home Computer



TEXAS INSTRUMENTS



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# ATTENTION, EARTHPEOPLE! AN IMPORTANT MESSAGE FROM MOONBEAM SOFTWARE ESPECIALLY FOR TI-99/4 (A) OWNERS!

**M**oonbeam Software will turn your computer into an arcade machine! Super-fast action games now ready to take over your controls! Dazzling full-color graphics! Explosive sound effects! All now available in TI-BASIC and/or Extended BASIC for the 16K console!

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*Dealer inquiries invited. Call Mr. Moon at (413) 586-6290.*

### MOONBEAM SOFTWARE

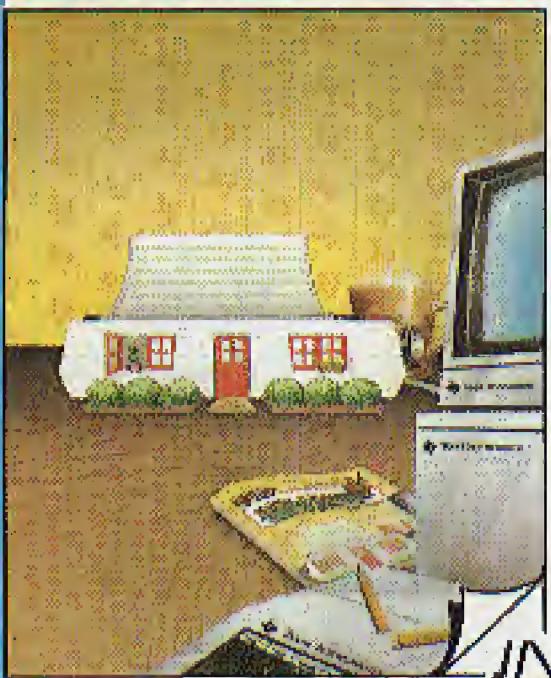
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YES I want to turn my TI-99/4(A) into an Arcade Machine! Please send me the following game(s):  
(Please circle C for cassette or D for diskette versions)

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OUTSIDE 99'ER



INSIDE 99'ER

**A**s the Invention of movable type changed the course of civilization, so has the availability of the printer radically altered the role of the Home Computer. The addition of this peripheral transforms your computer from an efficient file clerk to a top-notch secretary. This month, we look at a possible missing link in your Home Computer system—a small machine that can convert your vast storehouse of "soft" information into "hard copy."

To find out if you really need a printer, or to help you decide what kind you want, you'll need a clear explanation of printer basics. *Who Needs a Printer?* describes the different kinds of printers, explains how they work, and points out the important features you do and don't need.

You're convinced—and you want that printer in time to print out your Valentine mailing list. But before you go shopping, do some comparing. *Printers' on Review* carefully looks at five TI-compatible models, noting structural differences and comparing such factors as speed, quality of print, cost, and graphics.

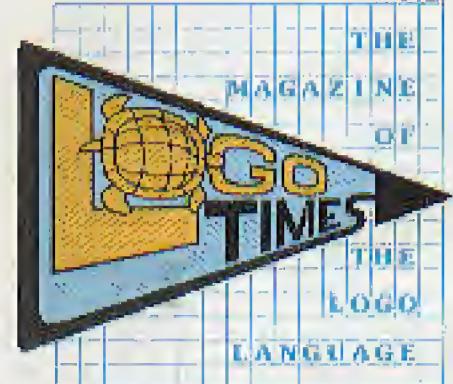
Speaking of graphics, in Chuck-A-Luck Part 4 we will be completing our game-programming lesson with instructions for displaying the rolling dice. And keep your eye on those tumbling sprites. They are classic representations of the vector, according to this month's *LOGO Times* lead article. *Vectors in LOGO: Of Stars and Sprites* demonstrates how TI LOGO and sprites can help students understand the concept of vectors at an early age—well before college physics, when it is traditionally presented.

While you're in a mathematics (and graphics) mode, try your hand at Daisies, a program that demonstrates how LOCO can use trigonometric functions to graphically display the delicate petals of a richly recursive daisy.

Do trigonometric functions and vector analysis seem a bit heavy on the brain? Then maybe you need a gaming break. Lifeline to Titan may not, however, prove to be an especially relaxing interlude. It will require precise timing and careful maneuvering to land your spacecraft safely.

### This Issue's Cover

All the comforts of home . . . This month's cover depicts a new "comfort" that your Home Computer system can offer—freedom from the drudgery of handwritten record keeping and tedious typing. With a printer, your computer can take over all kinds of time-consuming word processing tasks. After all, if your home is really your castle, you shouldn't be bothered with menial secretarial chores there. So make room in the spare turret, throw aside your obsolete writing implements, and roll out the "Data Welcome" mat. This labor-saving peripheral can indeed become your trusted scribe.



47. Vectors in LOGO: of  
Stars and Sprites  
—By Richard Bies

49. Daisies: Math Flowers With LOGO  
—By Roger B. Kirchner

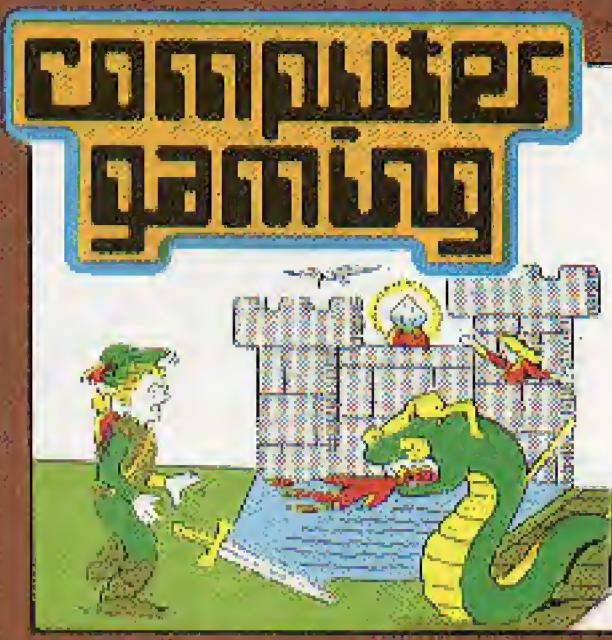
## Programming conventions

#### KEY-IN REFERENCE

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-Program as listed will completely fill available memory of TI-99/4A and cannot be RUN with disk controller (and possible RS232 Interface) turned on. It must be SAVED and RUN from cassette. It may also possibly be SAVED and RUN from disk in Extended BASIC with the 32K memory peripheral. If the last 3 character sets were not used:

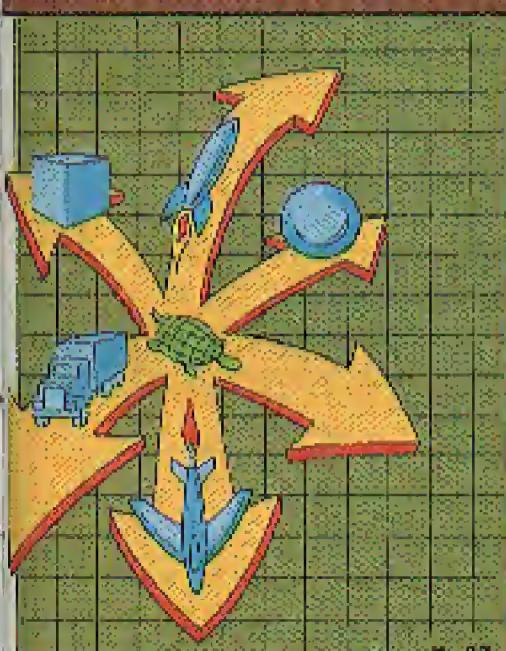
-End of Program or Article



## SPECIAL FEATURE

Texas Instruments  
at the  
Winter  
Consumer  
Electronics  
Show

41.



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### 99'er VERSION

2.4.1 XB AL MM EM

Volume no. \_\_\_\_\_  
Issue no. \_\_\_\_\_  
Version \_\_\_\_\_  
1 = original program  
2 = no. of update  
XB = Extended BASIC  
AL = Assembly Language  
MM = Mini-Memory Required  
EM = Expansion Memory Required

### FEATURES

- 25. The Joys of Adventuring—Part 2  
—By Samuel D. Pincus
- 27. Chuck-A-Luck—Part 4  
—By Samuel D. Pincus
- 35. Arcade Arbiter Review
- 40. Twenty Questions  
With the Voice of Parsec

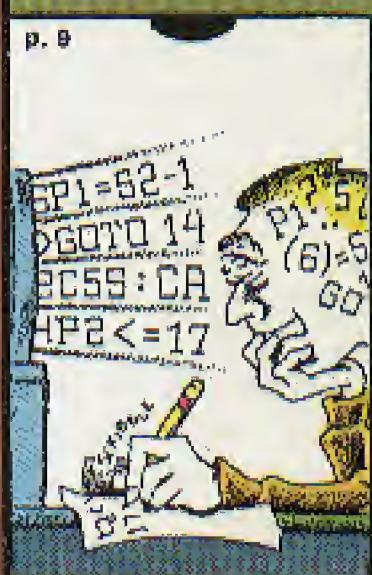
# 99'er HOME COMPUTER magazine

Covering the Texas Instruments  
Brand of Home Computers



February, 1983

Vol. 2, No. 4

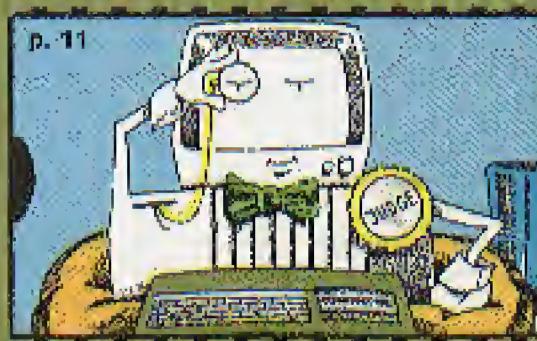


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- 9. Who Needs A Printer?  
—By Charles M. Ehninger



- 11. Printers on Review  
—By W.K. Balthrop

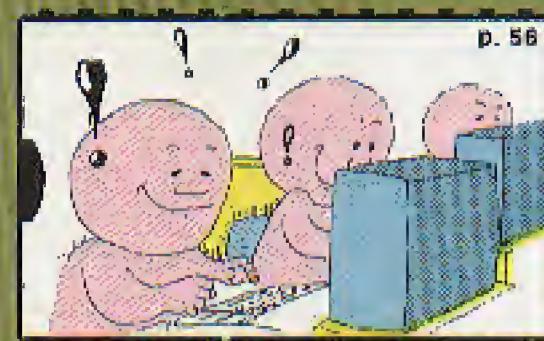


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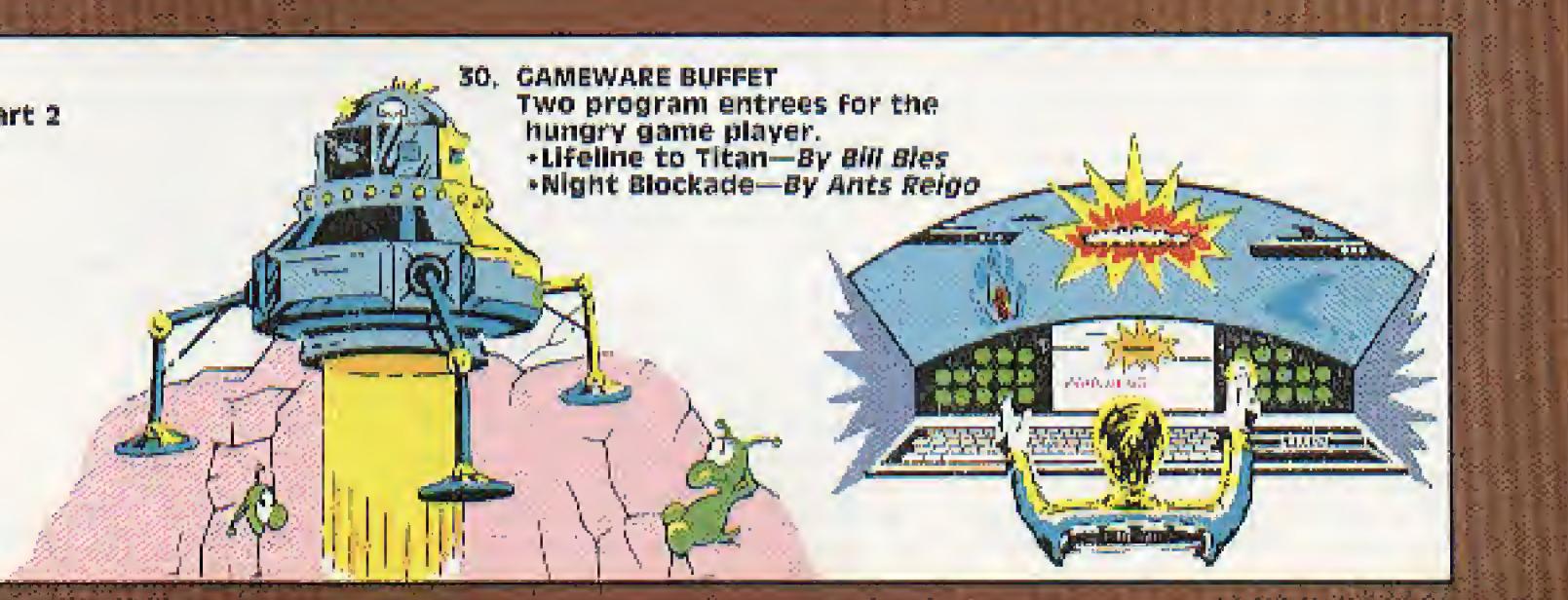
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- 22. Professor Holl's Pocket Programs:  
Tower of Hanoi  
—By S.T. Holl



- 56. ASPIC: A Language for Teachers  
—By Andrew Bernier  
and Kathleen Martin

- 4. Inside 99'er  
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7. Letters to the Editor  
46. Debugs on Display  
67. Index to Advertisers



### 30. GAMEWARE BUFFET

Two program entrees for the hungry game player.

- Lifeline to Titan—By Bill Bles
- Night Blockade—By Ants Reigo



**COVERING THE TEXAS INSTRUMENTS  
BRAND OF HOME COMPUTERS**

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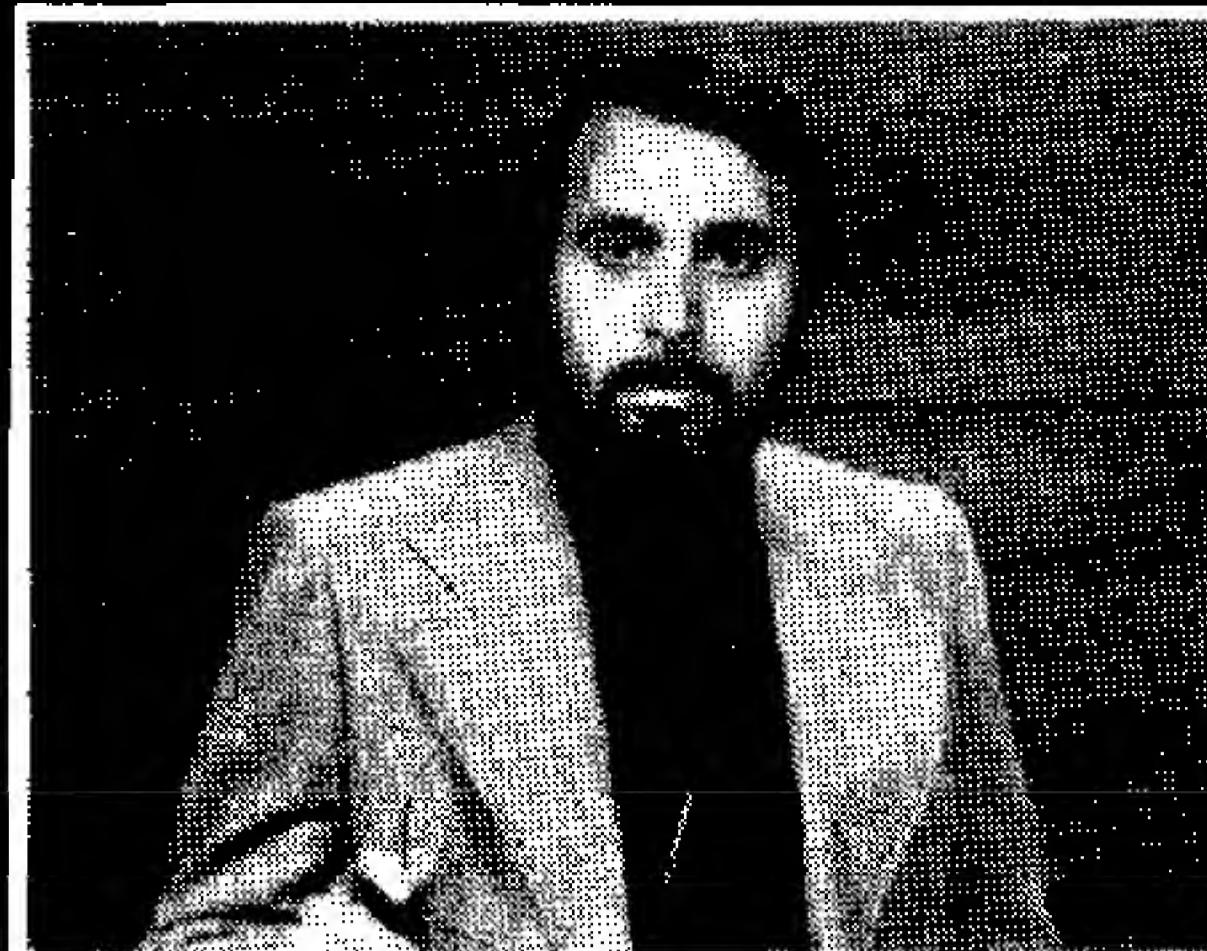
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## ON SCREEN

**By Gary M. Kaplan**  
**Publisher & Editor-in-Chief**

The "\$500 Word Processor"—an impossible dream? It certainly used to look that way. Even as recently as last year, a computer with an 80-column display, letter-quality printer, and word-processing software cost at least several times that figure—and my targeted "dream price" for an affordable, complete word processor seemed light years away. But now I'm not so sure . . .

It will take quite some doing, of course, before any manufacturer can turn this dream into reality. A few obstacles still have to be overcome—an obvious one being the price of printers. But judging from how far we've come over the last two years—witness the rate at which home computers are being gobbled up by eager consumers—a new time frame is entirely possible: Technological breakthrough—fueled by typical mass-market production quantity—should result in an economy of scale that will drive component and assembly prices low enough to eventually reach the magic \$500 barrier. So what's the time frame? And who will achieve it first? I'm betting on Texas Instruments—and within 18 months!

Technology and manufacturing economy are, in fact, progressing so fast now that the old "rules" just don't apply anymore. There is no longer a clear-cut separation between low-cost "family computers" (of which the TI-99/4A is now clearly the industry leader) and the more expensive "business/professional machines" used mostly for word processing, spreadsheet, and database applications. Relatively inexpensive-yet-sophisticated software products such as Multiplan™, TI-Writer, and Personal Tax Plan, as well as TI's 99/4A Home Computer implementation of the p-System™ are examples of this convergence. The trend was very obvious at the Consumer Electronics Show (CES) in Las Vegas last month. There was a clear sign that hardware prices are plummeting, lower-cost peripherals are on

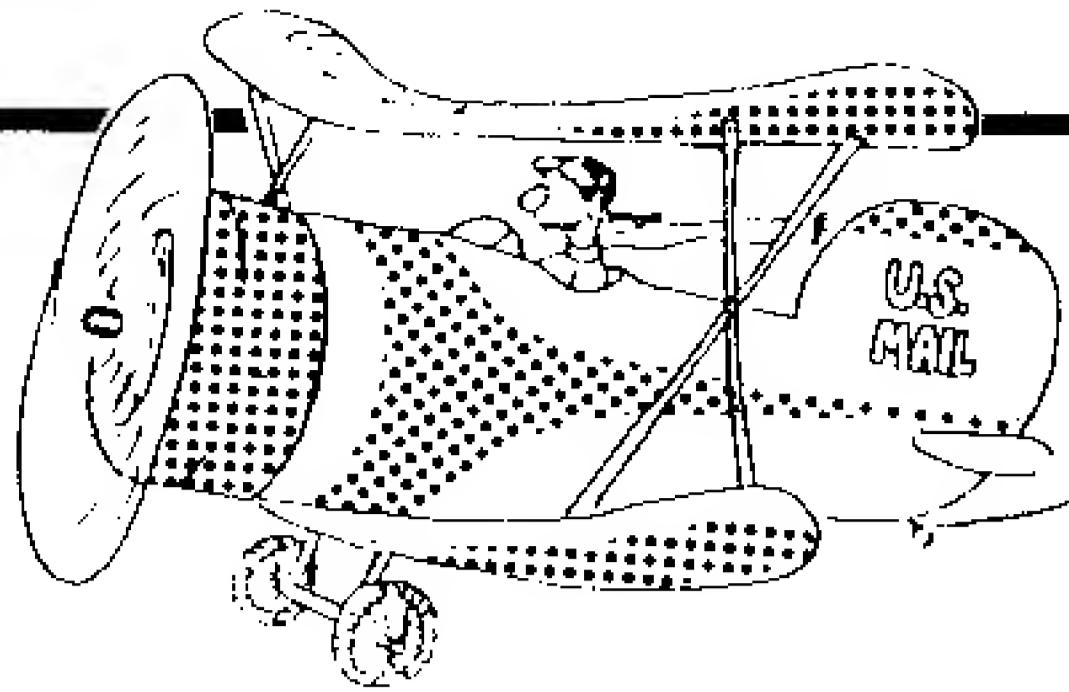
the way, and software is finally in abundance; for the first time, the consumer really has a choice in system configurations.

If 1982 was "The Year of the Home Computer," then 1983 will be "The Year of Software." The quantity of game software we saw and heard announced at the show was staggering. All I can say is, "Hold on tight to your joysticks—the arcade dam is about to break wide open . . ." Such well-known names as Walt Disney, 20th Century Fox, CBS, Thorn-EMI, Milton Bradley, and Parker Brothers will be producing software for game cartridges that will run on the TI-99/4A.

Starting with the March Issue, **99'er Home Computer Magazine** will begin regular coverage of the two new TI computers, the stackable line of compact peripherals, and the virtual flood of forthcoming software. The wealth of technical information and photographs that our team of editors obtained at the CES new-product debut (beyond what is revealed in this issue) will be presented in a series of articles over the next few months. This advance coverage will (we hope) prepare you for the time (in the first and second quarters, 1983) when the products actually appear on the shelves. And during the rest of the exciting year ahead, we will feature programs, useful applications, and tutorials on the new products. You can therefore expect to see a greatly expanded **99'er Home Computer Magazine**. And yes, as you have noticed, we did slightly change our name and logo. This new identity is necessitated by the increased product coverage, and makes our magazine's focus more easily recognizable on newsstands everywhere.

By the way, we're still looking for more technical writers, editors, and programmers to join our rapidly expanding operation here in Eugene, Oregon. If you've got the qualifications and are interested, please drop me a line.





## LETTERS TO THE EDITOR

Dear Sir:

Happy to see you've gone monthly. Now I won't have to wait so long for my favorite magazine!

This letter is in response to one from Carol Bax from Lynnfield, MA in the November issue, who requested a program for putting a simple problem, as in her example "A + B =?", up into the middle of the screen.

Without having to resort to Extended BASIC or a long involved program in BASIC, I would like to submit this simple, eight-line program as a solution to the problem:

```
10 CALL CLEAR
20 INPUT "PROBLEM?":A$
30 CALL CLEAR
40 PRINT TAB(11);A$
50 FOR X=1 TO 10
60 PRINT
70 NEXT X
80 GOTO 20
```

Line 10 clears the program from the screen after the initial RUN.

Line 20 brings up the INPUT line and the cursor. In response, type in the problem and press ENTER.

The TAB in line 40 will move the copy to the approximate center of the screen, provided the copy is as short as her example.

The FOR-NEXT Loop in line 50, 60 and 70 tells the computer to print ten lines of nothing (blank lines), after the copy. This has the effect of scrolling the copy up to just about the center of the screen.

Line 80 puts the INPUT line back on the screen in preparation for the next problem while the first problem is still displayed.

You must use FCTN-4 (CLEAR) to exit the program.

Oops! I forgot line 30. This clears the old INPUT line and the typed-in copy from the screen, leaving only the problem, and the new INPUT line at the bottom of the screen.

I'm looking forward to the next issue of the 99'er!

Ted Whomsley  
Anaheim, CA

Thanks, Ted, for a nice simple solution.

Dear Sir:

Why doesn't the new space game, Parsec, work on the 99/4 console? Why don't the advertisers who sell the module alert 99/4 owners of this shortcoming?

Javier Narvaez  
State College, PA

Alas, Javier. Parsec will NOT work with the old TI-99/4 console because of an improvement in Video Display Processor (VDP) components. (The VDP type in the TI-99/4 was the TMS9918 while the TI-99/4A uses the new TMS9918A.) The horizontal scrolling of the planet's surface was programmed in the high-resolution graphics mode only found in the new VDP "chip." By the way just changing the VDP chip in the TI-99/4 will NOT make it compatible with Parsec because of special interrupt-driven capabilities of the 99/4A that were also used in the programming.

Dear Sir:

I just got the November 99'er. What can I say except "great." I've been starving for a monthly magazine worth a darn! I also enjoyed the joystick conversion routine by David Lewis, and the fix for Force 1. However there were a couple of things

missing. Line 1680 of the "fix" (pg. 7) should read: ON JZ GOTO 1730, 1690, 1730, 1700, 1730, 1710, 1730, 1720, 1730.

Also this necessitates changing Line 640 or the star-field won't move properly. Line 640 should read: IF JS=1 AND K=0 THEN 660 ELSE IF JS=0 AND S=0 THEN 660.

This passes control to 660 if there is no change in position of the gunsight and changes the star-field if there is.

All in all, not bad though!  
Keep up the excellent work, guys.

Jim Lewis  
Champaign, IL

Thanks, Jim, for showing us the error of our ways. We checked out your method and it works fine. Many readers sent in other corrections for this FORCE 1—joystick problem . . .

Dear Sir:

I am sending you a tape for the TI-99/4A computer. The first program is a drawing of "Papa Smurf" and the second program shows a ghost flying from a "Haunted House" to his grave. I would like to know how to add some sound effects and

color. I have made several other drawing programs: Pac-man, Pink Panther, Woody Woodpecker, E.T., Bugs Bunny and others. I have also made up some games.

I am twelve years old and have had my computer since Christmas 1981. For my last birthday, I received Tunnels of Doom, Parsec and Extended BASIC. I am interested in trying the Adventure series.

I love getting the 99'er Magazine and have sent for back issues. I think it would be great to include some articles by kids who are using the computer and their problems with games and programming. I have made up eleven tapes of ideas myself. I would like to know what you think of my programs.

Mike Johnson  
Schaumburg, IL

Well, Mike, you certainly understand TI BASIC statements CALL CHAR, CALL HCHAR, and CALL VCHAR very well. It must have taken a long time to figure out all the character definitions for the two line drawing programs you sent in! We used the Screen Dump for Mini-Memory (see November 99'er page 19) to print a copy of your Papa Smurf drawing on the TI-99/4 Impact Printer:



Now you can learn about sprites from your new Extended BASIC manual. Yes, we'd love to have articles from all our young 99'ers out there—especially with photos, showing you at your computers.

Dear Sir:

Your magazine is number one. I couldn't ask for a better written or more informative magazine. None of the other magazines hold a candle to the level of interest your 99'er produces in me. Please continue the excellent work. (When your billing dept. informs me of "Renewal Time," you can bet I will.)

Do you project either TI or some third party making up a card for the TI-Box that will allow use of the many APPLE programs?

Fred Deissinger  
Jacksonville, NC

Fred, we are not aware of any BASIC language conversion cards for the TI-Box being available or even in the planning stages. By the way, you don't have to wait for our billing department to send a renewal notice to renew . . .

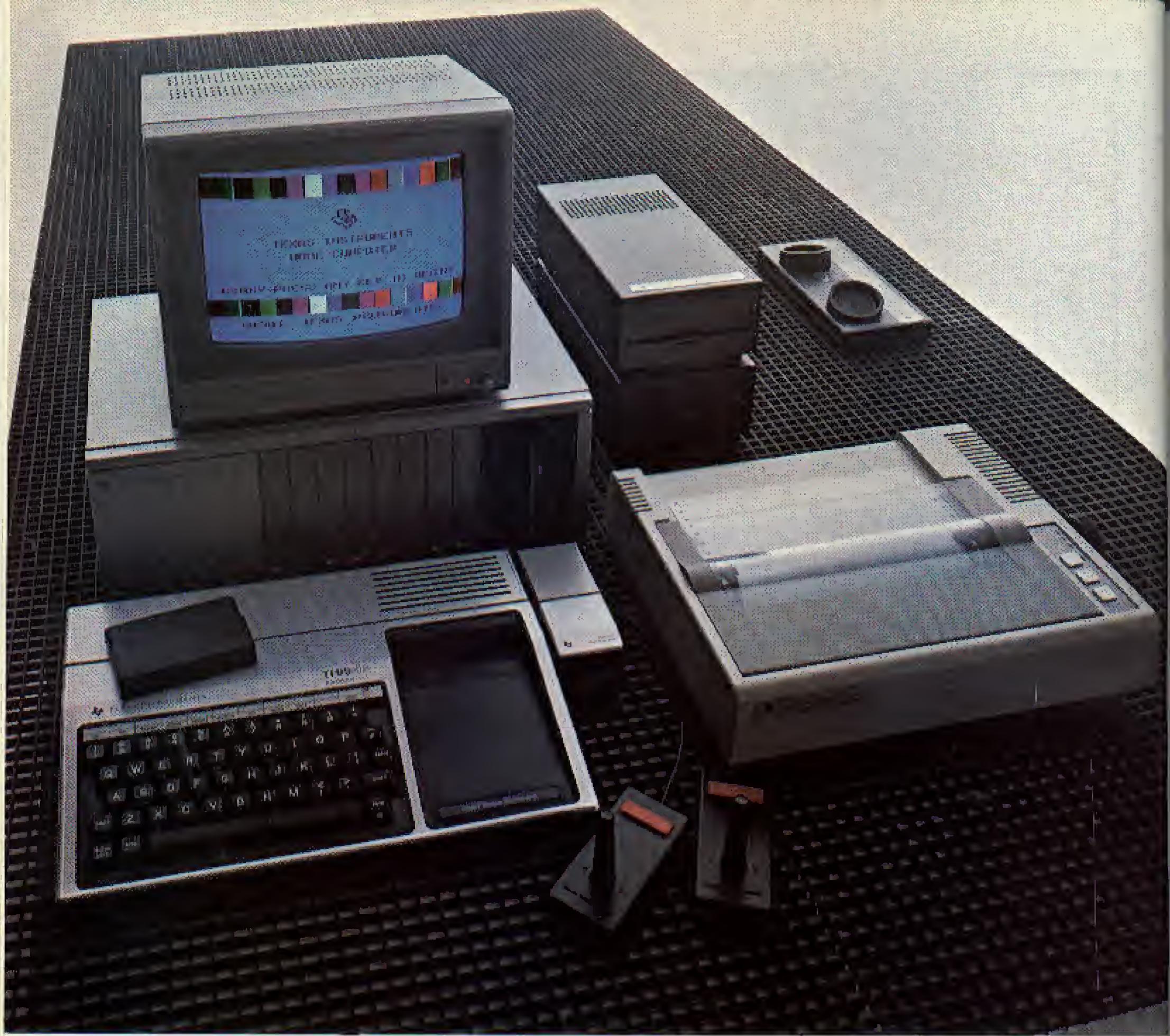
Dear Sir:

I would like to express that your magazine is absolutely the very best thing that has happened to TI-99/4A users. I am delighted that you are going on a monthly schedule. I also applaud your decision to go to larger print for the programs listed in the games section.

Doyle W. Davis  
Lubbock, TX

I am glad you like the larger print for the programs, Doyle. It is always a hard decision to balance

Continued on p. 21



## TI's Home Computer. Steve Jobs never gave you this much for your money.

We think the Apple™ is a good computer. But, for less than  $\frac{1}{3}$  the price\* you can get a TI-99/4A Home Computer with this generation's microprocessor (the 16-bit 9900 family), built-in TI BASIC, 16-color capability, 5 octaves of music, 3-part harmony, numerous sound effects, and the ability to plug in RAM-saving Solid State Software™ ROM cartridges.

Plug-in ROM. Think about that for a minute.

\*based on manufacturers' suggested retail price for consoles  
\*\*with Terminal Emulator II Cartridge  
†UCSD Pascal and UCSD p-System are trademarks of the Regents of the University of California.  
Apple is a registered trademark of Apple Computer, Inc.

Since the operating system is also in ROM it means that the TI-99/4A's 16K RAM is fully usable. And, when you expand RAM to 52K, it too is fully usable.

With our Peripheral Expansion System you can plug in Memory Expansion, plus an RS-232 interface (with 2 serial and 1 parallel port), and a Disk Controller that runs three of our single-sided drives (or other peoples' double-sided drives). You can even add the UCSD p-System† by plugging in a p-Code Card.

We also have joysticks for games, a Speech Synthesizer with an unlimited

vocabulary\*\*, phone coupler for data access, and a high quality 10-inch color monitor.

Now that's a lot of high-powered, sophisticated computer for the money. That's why, when you decide on a computer for the family, we just don't think you'll pick an Apple.

Creating useful products  
and services for you.



**TEXAS  
INSTRUMENTS**

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# THINK OF IT—

The 99'er Questionnaire

**This 4-MINUTE QUESTIONNAIRE CAN ACTUALLY IMPACT THE HOME COMPUTER REVOLUTION!!!**

## FOR ALL READERS

- Are you presently a subscriber?  Yes  No
- If not, do you intend to become one within the next 3 months?  Yes  No
- If not a subscriber, where did you get your copy?  Newsstand  Supermarket  Bookstore  Airport  Users group  
 Computer store  Chain/department store  Borrowed from friend  Other place
- What category of articles do you enjoy the most?  BASIC programming tutorials  System tutorials  Photo features & news items  
 Game programs  Education programs  Utility programs  Product reviews  LOGO articles
- How much total time do you spend with each issue?  Less than 2 hours  2-4 hours  5-7 hours  8-10 hours  11-13 hours  
 Over 14 hours
- How many other computer-related magazines do you currently read?  None  1  2-4  5 or more
- Are you  Male  Female  Under 16 years of age  16-20  21-25  26-30  31-35  36-40  41-50  over 50
- Are you a student?  Yes  No
- What is your annual household income?  Under \$5000  \$5000-\$9999  \$10,000-\$14,999  \$15,000-\$19,999  
 \$20,000-\$24,999  \$25,000-\$30,000  over \$30,000
- What is your ZIP code?

## FOR READERS WHO DON'T YET HAVE A TI COMPUTER

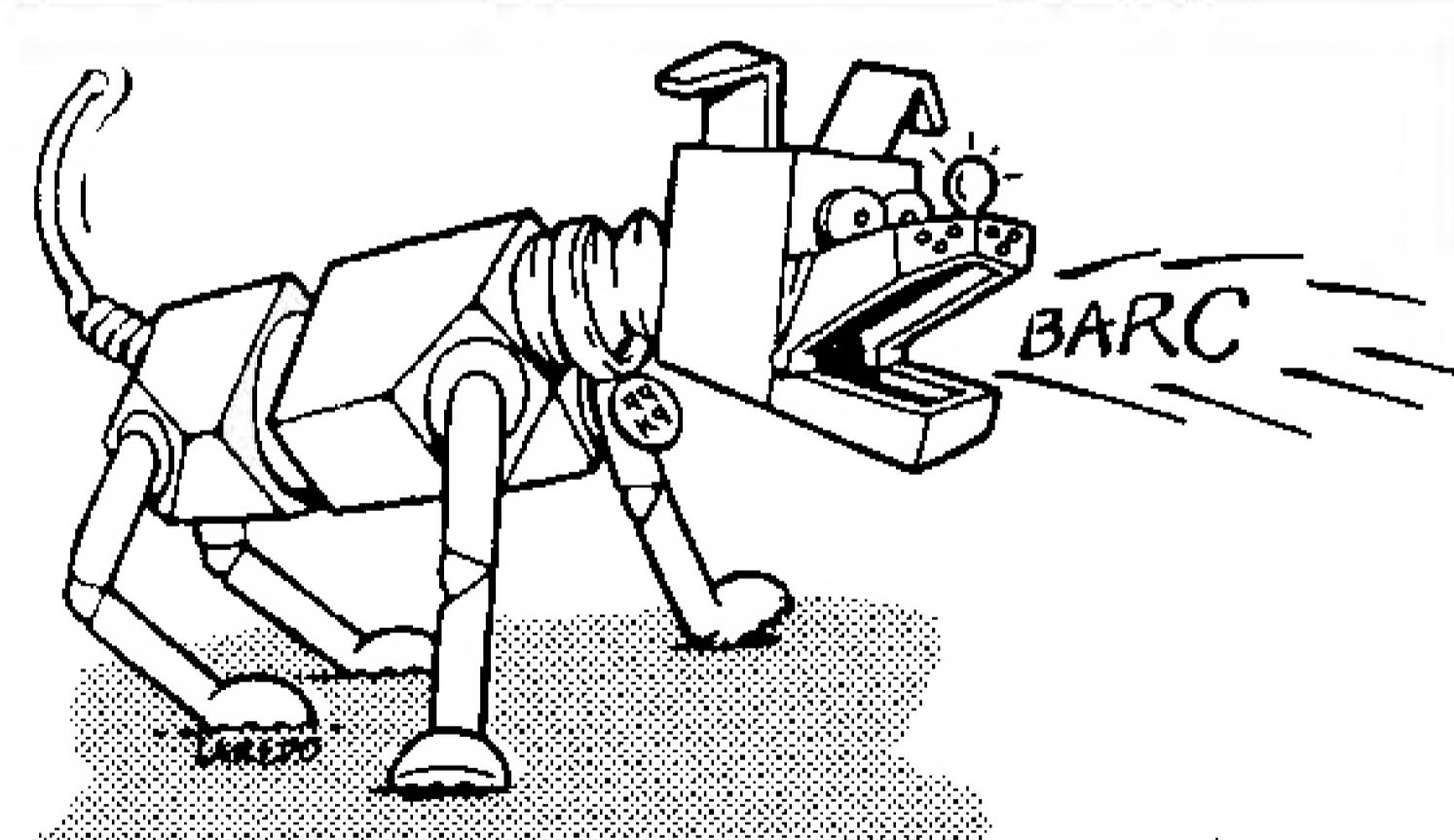
- Do you intend to buy a TI computer?  No  Yes (within 3 months)  Yes (within 3-6 months)  Yes (within 6-12 months)
- Which do you think you'll purchase?  TI-99/4A Home Computer  TI-99/2 Basic Computer  Compact Computer 40
- What do you anticipate your primary use of a TI computer will be?  Entertainment  Education  Computer literacy  
 Household management  Job-related homework  Business  Professional use

## FOR PRESENT TEXAS INSTRUMENTS COMPUTER USERS

- Which system(s) do you currently own?  99/4  99/4A  99/2  CC-40
- What was your primary reason for buying it?  Entertainment  Education  Computer literacy  Household management  
 Job-related homework  Business  Professional use
- What was your primary reason for buying the Texas Instruments brand?  
 Company name/reputation  Features for the money  16-bit microprocessor  Convinced by friends/relatives  Ease of use  
 Prior use in course or "Advantage Club"
- Which additional TI computer are you likely to purchase within the next 6 months?  None  99/4A  99/2  CC-40
- What peripherals do you currently use?  Cassette recorder  Disk controller & drive(s)  Peripheral Expansion Box  
 RS232  32K Memory Expansion  TV  B/W monitor  Color Monitor  Speech Synthesizer  Joysticks  Printer  
 Modem  p-Code Card  Hex-bus Adapter  Wafertape Drive
- Put a CIRCLE around the above peripheral you are most likely to buy within the next 6 months.
- Mark all TI language software you own or plan to buy within 6 months.  Extended BASIC  99/4A Editor/Assembler  
 UCSD Pascal  LOGO  Forth  Mini Memory  Pilot  CC-40 Editor/Assembler
- How much money do you expect to spend within the next 12 months on your computer system?  
 Software .....  None  less than \$30  \$30-50  \$51-100  \$101-250  over \$250  
 Peripherals .....  None  less than \$50  \$50-100  \$101-250  \$251-500  over \$500  
 Books .....  None  less than \$10  \$10-25  \$26-50  over \$50  
 Blank tapes & disks .....  None  less than \$15  \$15-35  \$36-75  over \$75  
 Furniture, dust covers, & accessories .....  None  less than \$25  \$25-100  over \$100
- How many software CARTRIDGES do you expect to purchase within the next 12 months?  
 None  1-3  4-7  8-12  over 12
- What % of the above CARTRIDGES will be for entertainment?  0%  less than 25%  25-50%  51-75%  76-100%
- Circle above what % of the CARTRIDGES will be for education.
- Have you purchased from any of our advertisers in the magazine within the last 6 months?  
 No  Yes, Software  Yes, Peripherals  Yes, Books  Yes, Blank tapes & disks  Yes, Furniture, dust covers & accessories
- About how much money have you spent on the above purchases?  
 less than \$25  \$25-50  \$51-100  \$101-250  \$251-500  \$501-1000  over \$1000
- On the average, about how many program listings in each issue do you key into your computer and use?  None  
 1  2 or 3  4 or more

DETACH, FOLD AND MAIL. SEE OTHER SIDE FOR INSTRUCTIONS.

PLEASE HELP

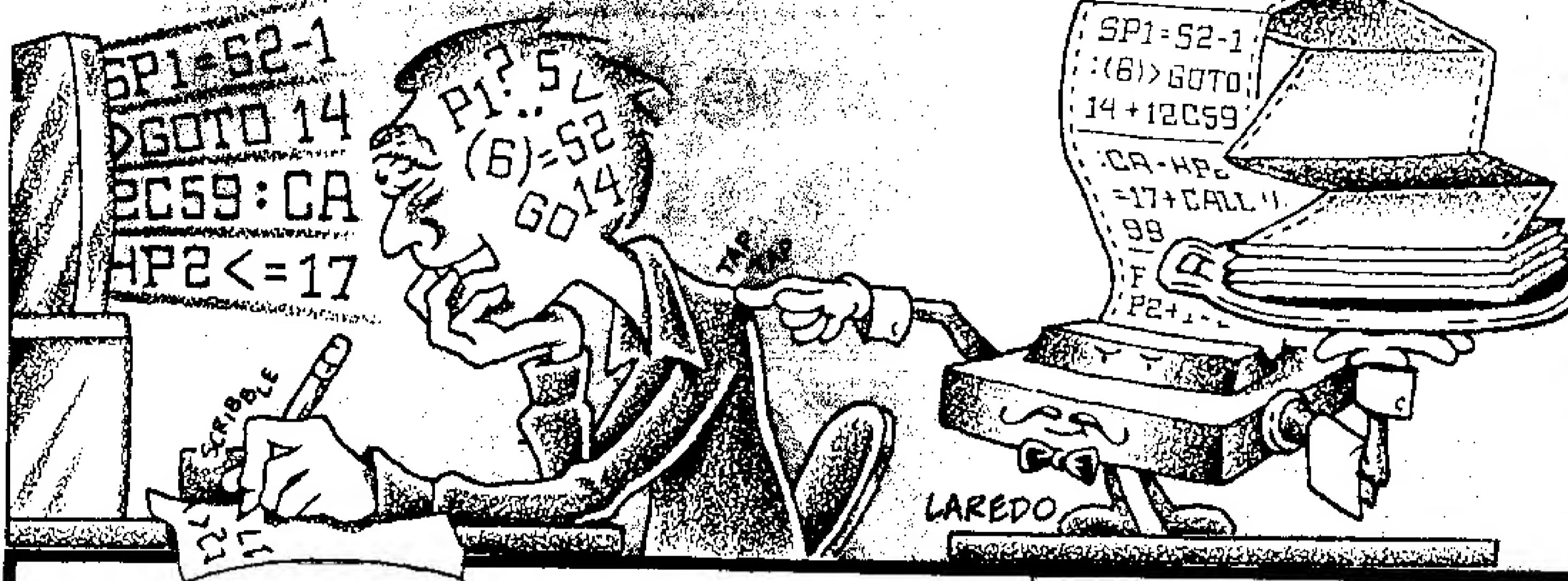


## B.A.R.C.\* BACK

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# Who Needs A Printer?!

By Charles M. Ehninger

408 Flaxseed Lane  
Forth Worth, TX 76108

The latest printers have a wide range of features and capabilities and they offer you innumerable benefits. For example:

- Program listings and data reports are easier to read on paper than on display screens.
- "Hard copy" protects you against data losses caused by equipment failure or power outages.
- Payroll checks and mailing labels can be printed straight from your computer list.

If you still need convincing, consider this: Why are your eyes bloodshot, and your cuffs and shirttails scribbled upon with program line numbers, page references, file names, and other details?

Now—Who needs a printer?

The *printed* word is a tangible and dependable medium for information. Once information is down on paper, you can do a great deal with it: analyze it and make corrections, communicate with another person, or file it away—knowing it will be there when you need it, next week or next year.

*Printed* information also has character. You can feel its texture and weight. Whether it be newsprint, computer printout, or slick magazine stock, the paper itself contributes to the impression conveyed.

Finally the *printed* word has authority. Ideas, agreements, calculations, and descriptions become *documents* when printed. *Printed* words will not rearrange themselves, change meaning, or dissolve into gibberish. This cannot be said for oral communication (nor for some computer programs).

Adding a printer to your Home Computer system provides you with the benefits of the *printed* word. Information is transformed from bytes and pieces into a tangible document you can scrawl on, mail to friends, or rip into shreds. This article will focus on printers that are affordable, available, and intended for use with personal computers—the kind you will find at computer stores. We are not going to discuss printers that cost more than \$1000, build-it-yourself printers, laser printers, or ink-jet printers. Some of those excluded may be interesting to read about, but we must be practical.

That leaves us with two types of printers: (1) dot-matrix impact, and (2) daisy-wheel.

## Choosing a Printer

The differences between printers are significant—perhaps more so than the differences between computers. Software can mask discrepancies between computers, but not between printers. Think of it this way: In selecting a printer, you are choosing a set of limitations. Sound negative? Well, nobody yet has invented the universal, all-purpose, unlimited printer—and if someone does, who'll be able to afford it? So choose your limitations carefully.

What is important to you? Decide on your top priority first.

- quality of printing type
- printer speed
- cost
- special capabilities such as graphics or plotting

There is a definite trade-off between speed and quality of printing. Rather than compromise, some manufacturers offer two modes in a single printer: one creates well-defined characters

but is relatively slow; the other is much faster, but less readable and appealing.

If you plan to use your printer for word processing—business letters, reports, manuscripts, newsletters, and other reading matter—quality of printing should be a top priority.

For data processing—lengthy accounting documents, inventories, program listings, and other high-volume material—you should get the fastest printer you can afford. A slow one can turn out to be a "printer's devil," tying up your computer and keeping you from your work.

For your personal record keeping, program development, and informal word processing, cost will probably be the primary factor.

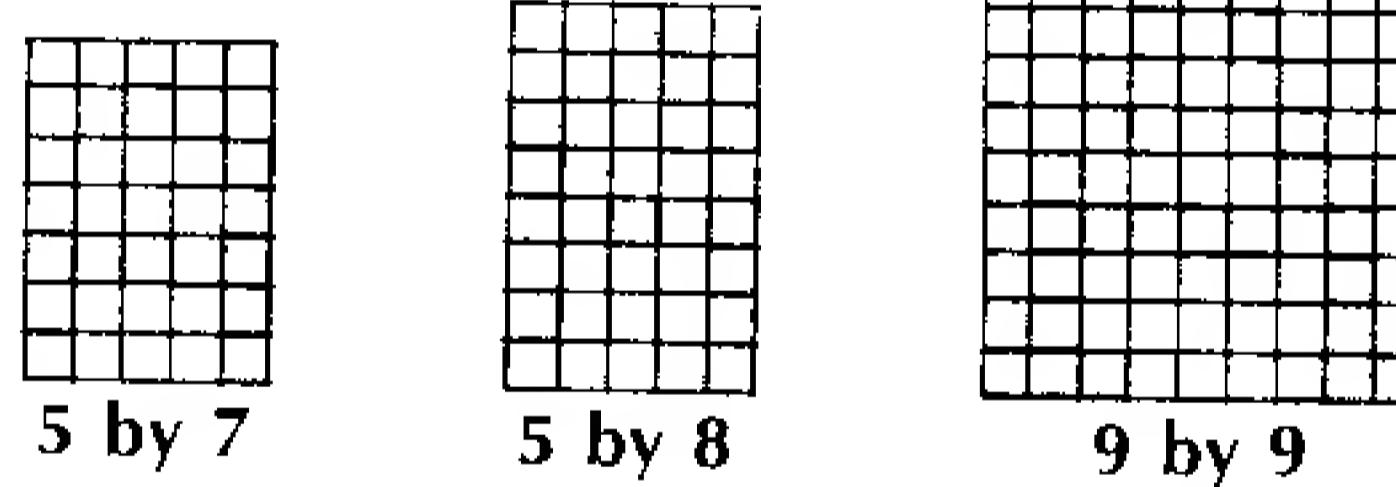
When looking at printers, ask two questions:

1. Does it print dot-matrix or fully-formed characters?
2. Does it use plain or special paper?

## What's a Dot Matrix

Dot-matrix characters are made up of dots. The amount of detail in each character is limited by the density of its matrix. (See Figure 1, below, for further explanation.)

Figure 1



5 by 7

5 by 8

9 by 9

A dot matrix is a pattern of dot positions. For example, a sheet of graph paper can be considered a very dense dot matrix. Dense means there are a lot of dot positions on it, allowing a great deal of detail in each character. The most common dot matrix is 5x7. That's 5 columns, each containing seven dot positions. Figure 1 above compares the letter "A" at three different dot densities. (5 by 7, 5 by 8, 9 by 9)

Most plain-paper printers transfer characters onto the page by striking an ink ribbon against the paper. For this reason they are called *impact* printers. Special-paper printers use other means such as heat, electrical current, or chemical action.

Dot-matrix impact printers are the most versatile and popular group. Most recent models have several character styles and sizes, including high-density matrices of up to 9 by 9. Some can even plot points and create high-resolution graphics.

Generally, dot-matrix characters are not as easy, nor as pleasing to read as fully-formed characters. However, some recent units have a letter-quality mode in which the dots overlap to approximate fully-formed characters. Dot-matrix printers are fast, ranging from 50 to 180 characters per second (cps), and range in price from under \$400 to well over \$2000. With their wide range of prices and capabilities, dot-matrix printers can be considered for almost any data processing, word-processing, or home use.

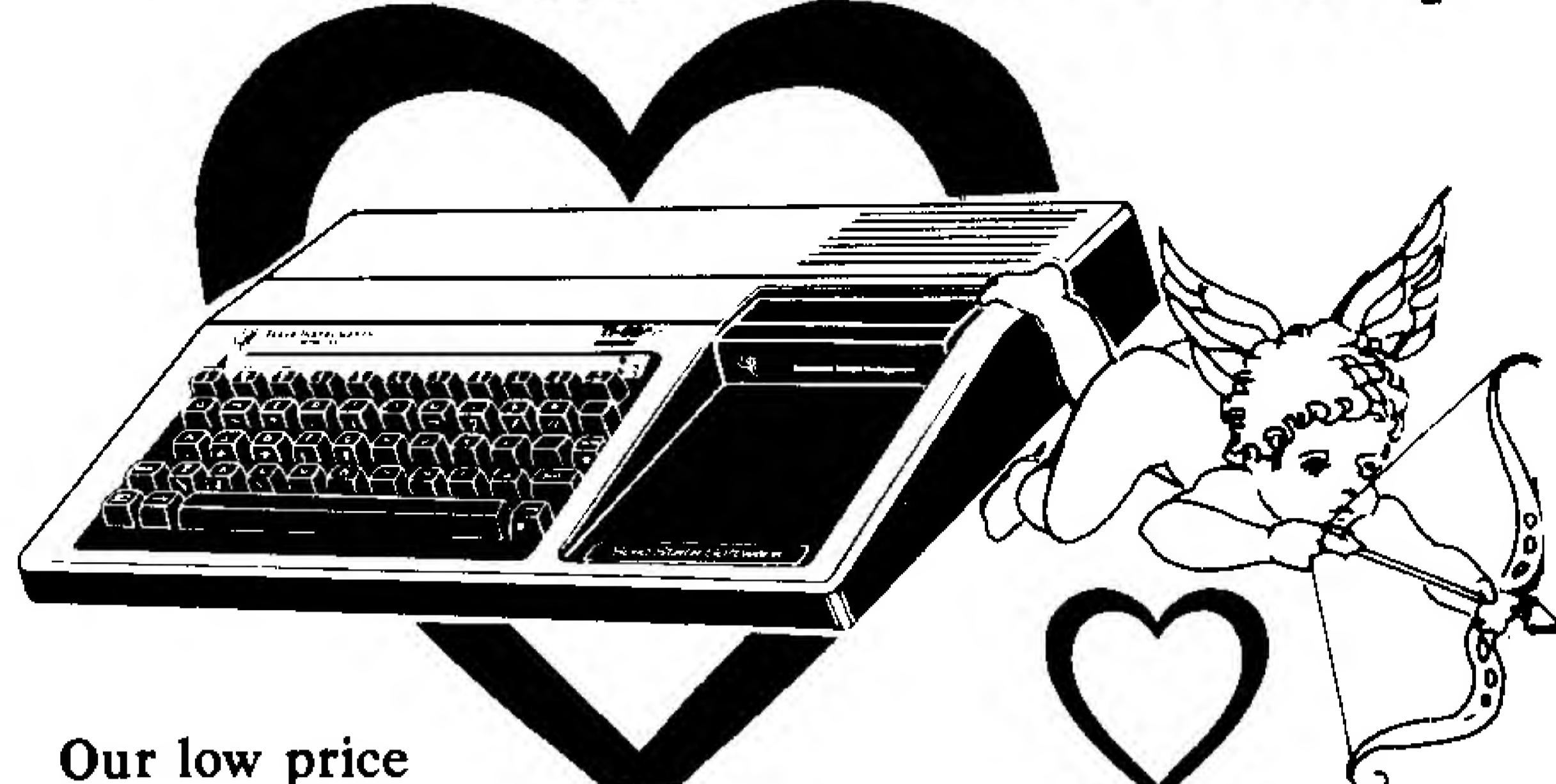
## Daisy-Wheeling

Daisy-wheel printers produce fully-formed characters as clear and crisp as those of typewriters. Fully-formed characters, con-

Continued on p. 16



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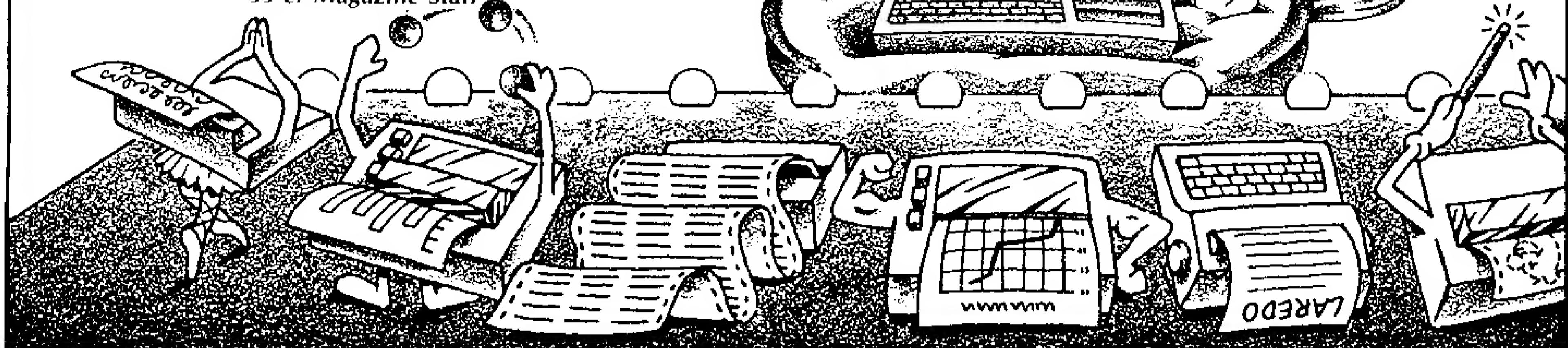
HAPPY VALENTINE'S DAY

# PRINTERS

## On Review

By W.K. Balthrop

99'er Magazine Staff



If we were to review all the printers on today's market, we would end up writing a massive book, and by the time we were done, it would need complete revision.

As a practical overview, we have selected five models whose combined features will give you a good idea of what is available in printers at this time.

If you are a newcomer to the realm of printers, I suggest reading *Who Needs a Printer??* by Charles Ehninger on page 9 of this issue. It will help you understand many of the terms used in the following reviews.

### Gemini-10

The Gemini-10 by Star Micronics is an 80 column dot-matrix printer, with bidirectional logic-seeking head positioning, and speeds of up to 100 characters per second. The standard model comes with a parallel interface, 2.3K buffer, and dot-graphics. An RS232 interface with 4K buffer, and RS232 cable are available as options. The standard unit's suggested retail price is \$499.00.

#### Special Features

The Gemini-10 has some features usually found only on more expensive printers. There are 9 type-styles available. Most printers of the Gemini-10 price range include *normal*, *condensed*, *enlarged*, *emphasized*, and sometimes *double strike* as the only available fonts. But the Gemini-10 comes with all of these plus *elite*, *italics*, *super-scripts*, and *sub-scripts*. There are also 64 special and foreign characters, and 32 block and line drawing characters. Optional is a 2K user-programmable ROM (Read Only Memory) for a special set of 96 proportional characters. The *proportional* characters are of varying widths, like those in this text. For example a small "f" takes up 5 horizontal dot positions, while the letter "W" takes up 15 dot positions.

The standard type-styles available on the Gemini-10 are as follows:

NORMAL FONT

CONDENSED FONT

COND./ENLARG.

UNDERLINE

ITALICS

10 CHARACTERS

12 CHARACTERS PER

17 CHARACTERS PER INCH

EMPHASIZED MODE

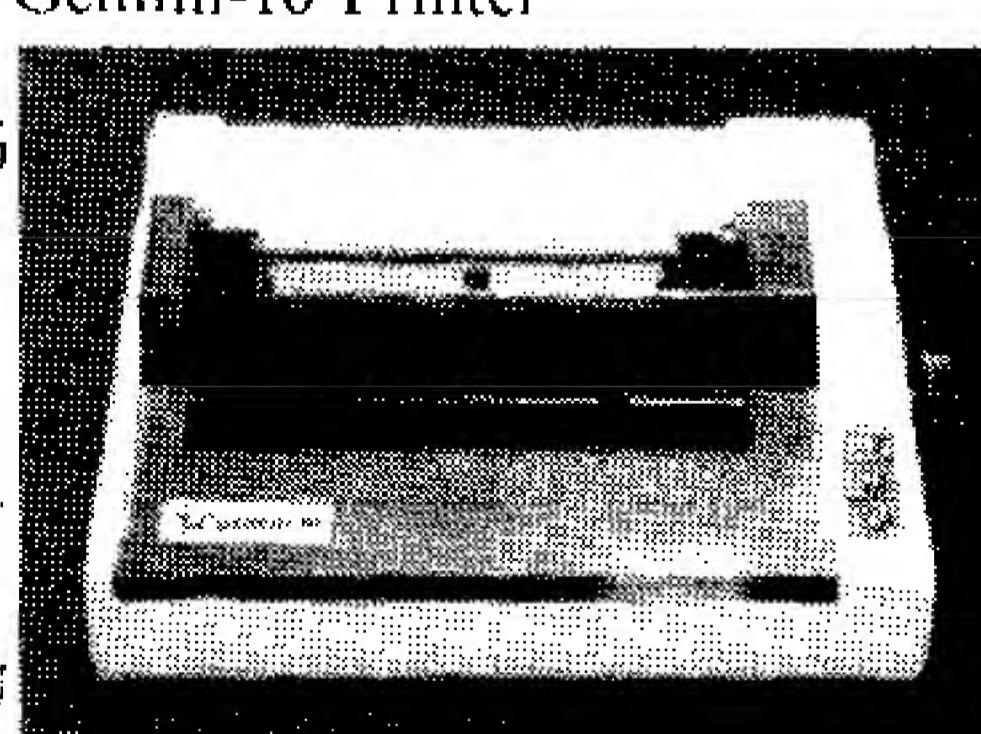
DOUBLE STRIKE

SUPERSCRIPT FONT TYPE

SUBSCRIPT FONT TYPE

DOLLAR WIDE PITCH

Gemini-10 Printer



The Gemini-10 measures 15.2" x 12.4" x 5.3", and weighs 15.4 pounds. Both friction-feed and tractor-feed are standard. In addition to its ability to use single sheets and fan fold paper, the printer comes with a holder for roll paper. Access to the interior

of the printer is simple. Only two screws hold the two outer housings together. The only reason for opening the printer is to access the miniature slide switch set for the optional RS232 interface. All other miniature switch settings are exposed at the back of the printer. This greatly reduces the chance of accidental breakage or electrical shock, should you forget to turn off the power.

In order to connect the Gemini-10 to the TI-99/4A computer, you will need to alter the RS232 cable connecting the printer to the TI RS232 interface card. The wires to pins 11 and 20 must be interchanged on one end, or the computer will keep writing to the Gemini-10 even after the buffer is full—leading to lost data.

#### Graphics

The Gemini-10 lets you create graphics in three ways. The first is with a set of line drawing and block characters residing in the printer's memory. There are also two dot-graphics modes. Normal density dot-graphics can print up to 480 dots horizontally on one line. In the double-density mode, up to 960 dots can be printed on a single line.

#### Documentation

Because the Gemini-10 was recently introduced, we were able to get only the preliminary manuals. However, if these are any indication of the final product, users will not be disappointed.

### PrintMate™ 99

The PrintMate 99 from Micro Peripherals, Inc. is an 80-column bidirectional dot-matrix printer, capable of printing up to 100 characters per second. The suggested retail price for the unit is \$695.00. [Note: MPI also makes a larger model, the PrintMate 150, which offers a wider carriage, larger buffers, higher speed, and down-loadable customized fonts. The 4 versions of this printer have suggested retail prices beginning at \$995.00.]

#### Special Features

The PrintMate 99 comes with a low-speed RS232 interface that has a maximum transmission rate of 1200 bps. An optional RS232 with speeds up to 9600 bps is also available.

Both friction-feed and tractor-feed come as standard equipment. In addition, there are three ways to feed paper into the printer. Fanfold paper can come in from the back of the printer, or it can feed up from the bottom through a special desk top with a slot. Roll paper can be fed from the back with an optional roll-handling bar. Single sheets can be fed into the optional tray at the front of the printer.

On the front are three push buttons and two indicator lights. Pushing the button marked *Select* puts the printer *on-line*—ready to accept data from the computer. The *TOF* set button will set the present position of the paper as the top of form. The *paper advance* button serves two functions: Pressing it quickly advances the paper one line; holding it down advances the paper to the top of the next page. The two indicators let you know when the power is on and when the printer is in *on-line* mode.

You can gain access to the control board for setting up the printer options by removing four screws from the bottom housing.

Continued on p. 14

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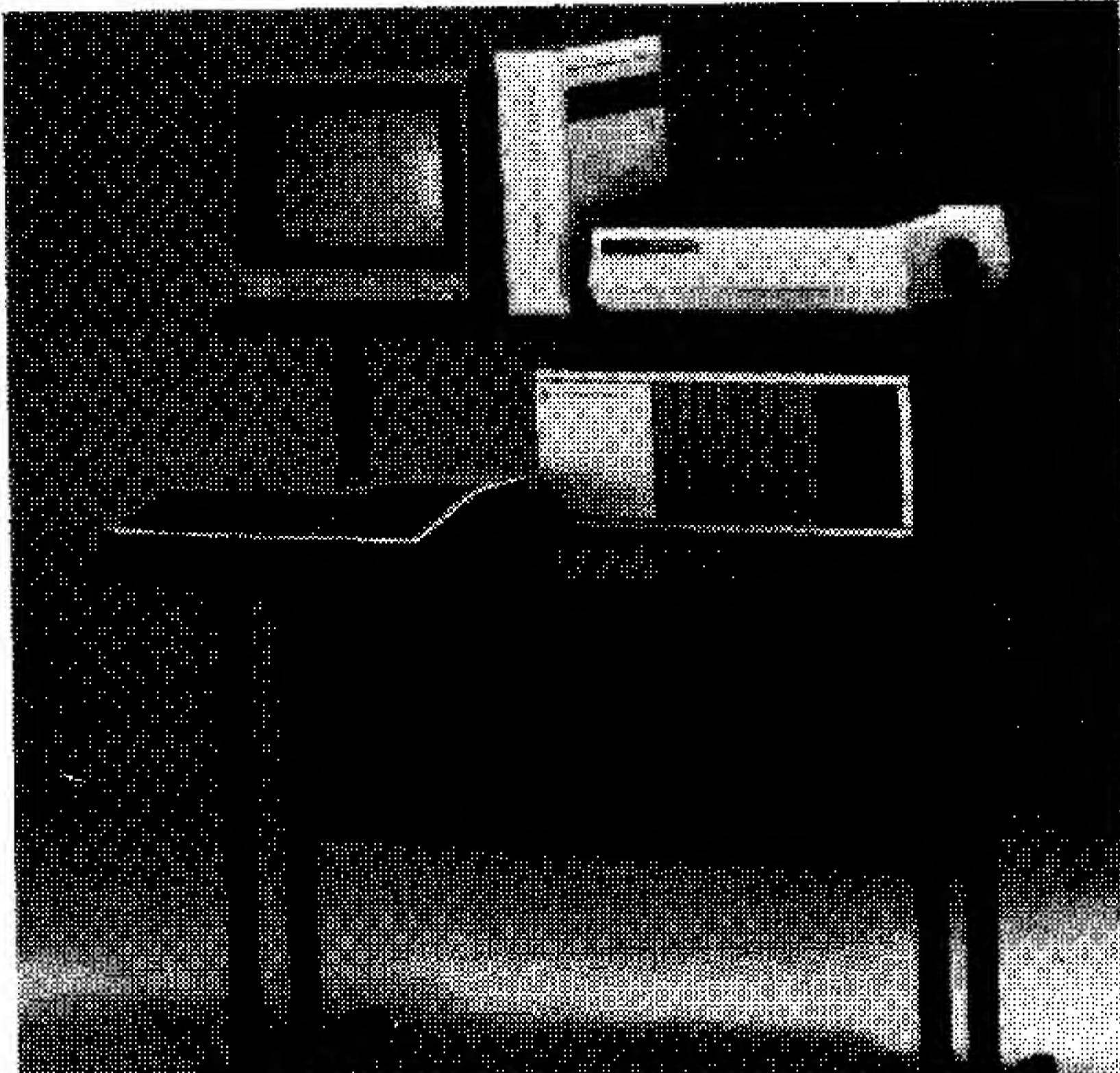
<b>CONSOLE</b>	TI-99/4A Home Computer (incl. RF Modulator)	525.00	300.00
<b>PERIPHERALS</b>			
PHP 1230	Peripheral Expansion Box	249.95	180.00
PHP 1230	RS-232-C Card	174.95	130.00
PHP 1240	Disk Controller Card (One Disk Manager module packed with each Disk Controller)	249.95	180.00
PHP 1250	Expansion System Disk Drive (Disk Drive Controller required)	399.95	265.00
PHP 1260	Memory Expansion Card (32K RAM)	299.95	215.00
PHP 1270	P-Code Card (32K RAM Memory Expansion required)	249.95	180.00
PHP 1500	Solid State Speech™ Synthesizer	149.95	110.00
PHP 1600	Telephone Coupler (Modem)	224.95	163.00
PHP 2500	TI 99 Column Impact Printer	750.00	500.00
PHP 2300	VCR Controller	699.95	500.00
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PHP 2100	R.F. Modulator (TV Adapter)	49.95	38.00
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PHP 2320	Sony Video Controller Cables	99.95	85.00
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PHM 3111	TI Writer (32K Memory Expansion required)	99.95	75.00
PHM 3113	Microsoft® Multiplan™ (32K Memory Expansion required)	99.95	75.00
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PHD 5011	Mailing List	69.95	56.00
PHD 5003	Personal Financial Aids	19.95	16.00
PHD 5021	Checkbook Manager	19.95	16.00
PHD 5022	Business Aids Library—Finance Management (Extended BASIC Command Module required)	39.95	32.00
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PHD 5029	Business Aids Library—Cash Management (Extended BASIC Command Module is required)	39.95	32.00
PHD 5038	Business Aids Library—Lease/Purchase Decisions	69.95	56.00
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PHT 6003	Personal Financial Aids	14.95	12.00
PHI-T 6038	Business Aids Library—Lease/Purchase Decisions	59.95	45.00
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PHM 3020	Music Maker (Data storage system is recommended)	39.95	32.00
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PHM 3040	TI LOGO™/Memory Expansion required)	129.95	75.00
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PHM 3060	Scholastic Spelling—Level 4 (Solid State Speech™ Synthesizer is required)	59.95	48.00
PHM 3061	Scholastic Spelling—Level 5 (Solid State Speech™ Synthesizer is required)	59.95	48.00
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PHM 3069	Fractions	39.95	32.00
PHM 3070	Decimals	39.95	32.00
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<b>Diskette</b>			
PHM 3072	Texas Instruments Packages	34.95	28.00
PHM 3093	Search Your TI-99/4A BASIC	29.95	24.00
PHM 5011	Music/Swim Trainer	19.95	16.00
PHD 5011	Computer Music Box	19.95	16.00
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PHD 5030	Speak & Spell™ Program (Solid State Speech™ Synthesizer is required)	24.95	20.00
PHD 5031	Speak & Math™ Program (Solid State Speech™ Synthesizer and Terminal Emulator II are required)	24.95	20.00
PHD 5038	Bridge Bidding II	24.95	20.00
PHD 5041	Bridge Bidding III	24.95	20.00
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PHD 5084	Math Practice™ (Extended BASIC Command Module is required)	24.95	20.00
PHD 5085	Science Facts™ (Extended BASIC Command Module is required)	24.95	20.00
PHD 5086	Available in Fall Quarter 1982		
PHD 5086	Developed by Scott Foreman		
PHD 5086	Developed by Milton Bradley—The Attack, Blasto, Hustle, ZeroZap, Connect Four, and Yahtzee are trademarks of Milton Bradley		
PHD 5086	Developed by Milton Bradley		
PHD 5086	Developed by Microsoft—Multiplan™ is a trademark of Microsoft™ Inc.		

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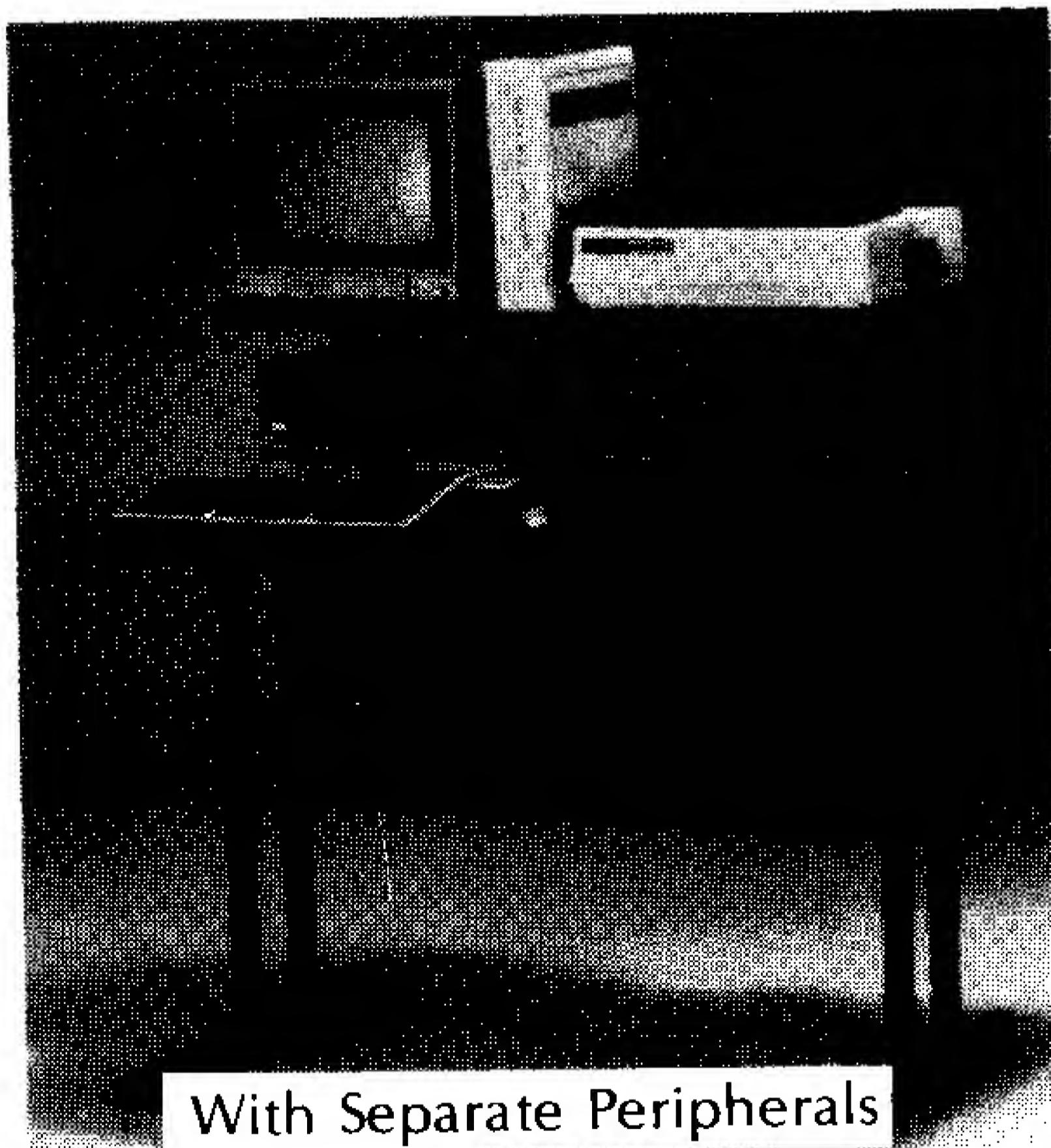
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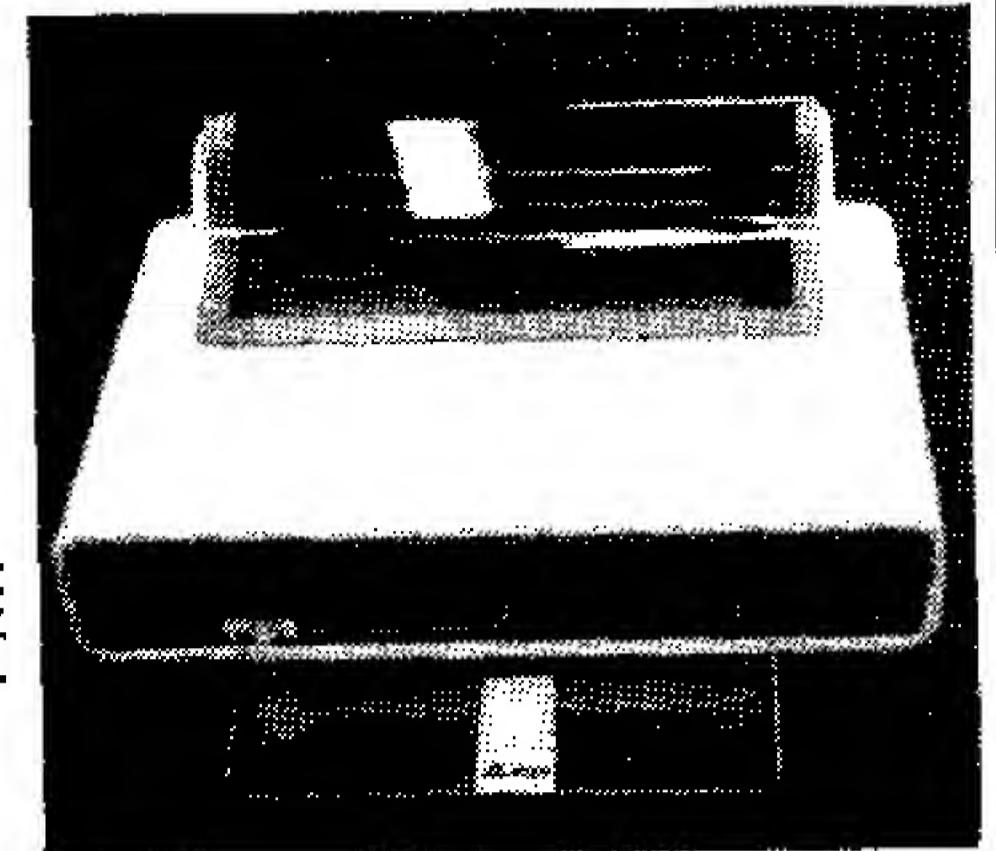
(214) 699-8998

## Printers On Review... from p.11

ing. The upper housing then lifts off. Inside you will find two miniature slide switch sets. These switches can be used to set up the low-speed RS232 interface, the form length, line spacing to 6 or 8 per inch, and one of four character densities as the default at power up.

Five character types are available:

### PrintMate 99™ Printer



NORMAL TYPE  
132 COLUMN  
96 COLUMN  
80 COLUMN-SERIES  
**ENLARGE TYPE**

If you plan to use the standard low-speed RS232 interface, you will need to change the cable which comes with the printer. On one end of the cable is a 25-pin connector which mates to your TI RS232 interface card in the TI Peripheral Expansion Box. On the other end is a 13-pin connector which you will need to change. The wire connected to pin 10 will have to be removed and placed on pin 4. This will allow the printer to talk back to the computer, telling it when it's O.K. to send information. You may find the arrangement of the connector slightly confusing. It has a single row of 13 pins and its mate in the printer has two rows of 13 pins. The manual did not specify which set of pins you were to place the cable connector on. After considerable research, I discovered that you place it on the right row of pins (as you are facing the front of the printer) with cable pin #1 at the back.

### Graphics

The PrintMate 99 is capable of printing dot-graphics with six of the 9 wires in the print head. Once the graphics mode is set, the patterns are printed with ASCII codes 64 through 127. Four densities are available: 50 dots per inch (dpi); 60 dpi; 75 dpi; and 82.5 dpi.

### Documentation

The PrintMate 99 comes with a 60-page reference manual (ours, however, still referred to the older MPI 88) and an abbreviated 6-page reference manual. The manuals are easy to read and informative, except in explaining the hook-up of the RS232 cable. On the back of the 60-page manual is a reference card explaining switch settings and control characters.

### TI 99/4 Impact Printer

Texas Instruments recently came out with a low-cost dot-matrix printer for the TI-99/4A Home Computer. This printer is a modified version of Epson's MX-80, and most programs designed for the latter will work with the TI machine. The unit's suggested retail price is \$750.00.

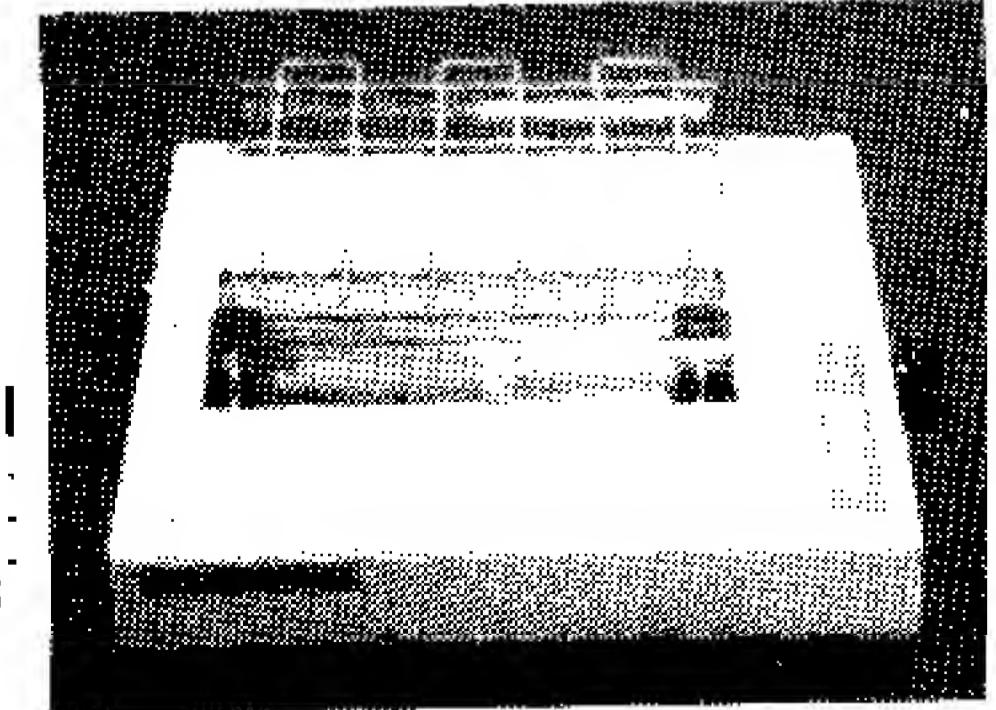
### Special Features

In text mode the TI printer is capable of printing 80 characters per second, bidirectionally with logic seeking. In the dot-graphics mode, printing is unidirectional.

The RS232 interface with 2K buffer, RS232 cable, and dot-graphics comes standard—ready to use.

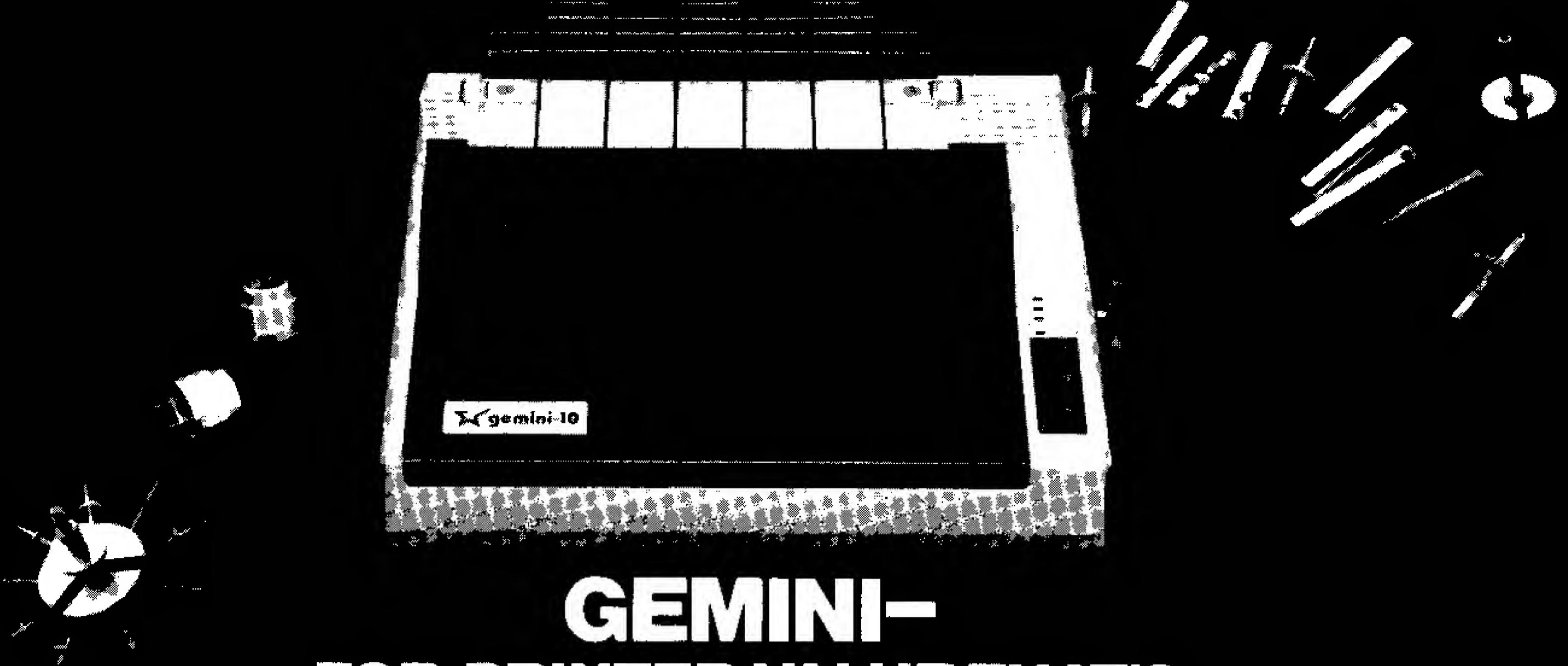
The TI printer is capable of print densities of 5, 8.25, 10, and 16.5 characters per inch, depending on the style of type being used. There are five basic type-styles.

### TI 99/4 Impact Printer



NORMAL FONT  
CONDENSED FONT  
COND. / ENLARGED  
ENLARGED  
EMPHASIZED FONT  
DOUBLE STRIKE

Continued on p. 19



## GEMINI- FOR PRINTER VALUE THAT'S OUT OF THIS WORLD

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Gemini's flexibility is embodied in its diverse specialized printing capabilities such as super/sub script, underlining, back-spacing, double strike mode and emphasized print mode. Another extraordinary standard

feature is a 2.3K buffer. An additional 4 K is optional. That's twice the memory of leading, comparable printers. And Gemini is compatible with most software packages that support the leading printers.

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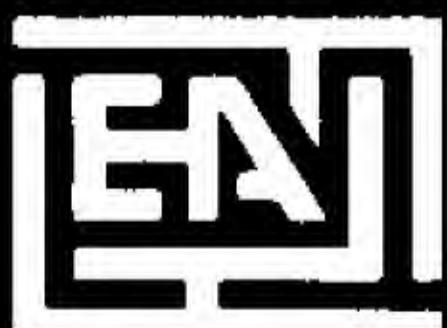
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### Who Needs A Printer?...from p.9

sist of solid lines. (The print you are reading in this article is fully formed.) The daisy-wheel printer gets its name from the print element which looks like a daisy with type at the tips of its elongated petals. The wheel rotates at high speed and a hammer strikes the appropriate character as it passes by. The print wheels are easily removable and are available in several styles and sizes.

Daisy-wheel printers are slower than dot-matrix printers—with speeds ranging from 12 to 55 cps. They also are usually much more expensive—from \$1500 to \$2000 and up. (Smith-Corona's recent entry into the daisy-wheel market is a superb exception. So is the specially modified Olivetti PRAXIS typewriter.) For top quality word processing, you can't beat a daisy-wheel printer.

### Is It Computer Compatible?

You are almost ready for that shopping trip, but first you need to know about a little thing called an *interface*.

Before your computer can begin communicating with a printer, the two units must be connected. That seems obvious, but there's a lot more to it than simply connecting a bunch of wires. There are matters of voltage levels, timing, and protocol (which device says "hello" first). All of these items are handled by the *interface*.

There are two major interface types for computer-printer communications: serial and parallel. The RS-232 card (TI P11P1220) for the TI-99/4A accommodates both. [If you use a serial port on the RS-232 card, the parallel interface will be open for future peripherals you may want to connect, but you'll have to make sure the printer you buy also has an RS 232 interface installed—often an option at extra expense.—Ed.] Be sure to buy a cable specifically designed for the interface you select.

### Evaluating Printers

Okay. You are in the computer store. You have determined what kind of printer you are interested in—one you know is compatible with your TI-99/4A. How do you compare one printer with another? We shall list the features to look for and offer some suggestions on weighing one against another.

### Printer Speed

Printer speed is given in characters per second (cps) or lines per minute (lpm). Most printers in the personal computer market specify cps. Printers that output an entire line at once (or appear to do so) use lpm.

One 8½-by-11-inch page of double-spaced text contains approximately 1800 characters. A 30 cps printer does a page in one minute, or 30 pages in half an hour. A 150 cps printer does a page in 12 seconds, or 30 pages in six minutes. (But remember, when you are waiting for a printout, *apparent time* seems like twice the actual time!)

After you have determined the speed, look for features that make the most of that speed—or in computer lingo, increase the printer's *throughput*. Bi-directional printing is one example. The printer outputs one line from left to right, the next from right to left, then left to right, and so forth. This minimizes the time the print-head must move without actually putting the characters on the page.

*Logic seeking* is another wrinkle in the speed game. It means that a printer can go directly to the first actual print position or the next line—not starting at the extreme left or right margin. Put the last two features together and you have a bidirectional logic-seeking printer. If that doesn't impress your friends, nothing will.

In normal text, there is a lot of white space—paragraph indentations, tabulations, double-spacing, and spacing at the top and bottom of pages. Some printers can *logically sum* the number of characters that produce blank spaces. For example, using logically-summed spaces, a printer will do a paragraph indent in one continuous motion, rather than going one space at a time. Using logically-summed line feeds, a printer can skip six lines in a continuous motion, rather than in six separate line advances.

### Character Styles

Until recently, affordable printers could produce only uppercase characters, but the lowercase is now available on most units. Many offer a standard set defined by 96 character codes called ASCII (American Standard Code for Information Interchange). An increasing number of dot-matrix printers offer graphics and special characters.

Individual character styles vary widely and are subject to your own taste. However, one detail deserves attention here—*lower case descenders*. Descenders are the tails on the letters g, j, p, q, and y. Normally, these drop below the baseline of the other letters. But in many lower-density, dot-matrix printers the descenders are not “true,” i.e., the letter is raised so the descender rests on the baseline. If you find this annoying, look for a printer with true descenders.

You should also consider the *character sizes* available on the printer. Measured in characters per inch (cpi), standard sizes are 10 (pica), 12 (elite), and 16.5 or 16.7 (condensed). Pica type is standard for data processing and general purposes. Elite is often used in business letters and legal documents. Condensed is useful when you want to pack many characters onto each line, for example, when you need to print 132-column tables on 8-inch lines. Many dot-matrix printers also offer extended characters (5 cpi, 2.5 cpi), which are nice for headings.

*Proportional spacing* is a useful feature for word processing. The pica, elite and condensed characters are all *monospaced*, meaning each character takes up the same space. With proportional spacing, however, the space used by each character is proportional to its shape. For example, the “i” requires less space than the “m.” The text you are now reading is proportionally spaced. This spacing allows more characters per line but does not appear condensed, and is easier on the eyes. For tables, columnated reports, and program listings, monospacing is preferable.

### Control Codes

In addition to printing characters, many printers perform a variety of functions under computer control. The most common and useful of these *control codes* are:

- Backspace (allows overstriking for boldface and special effects)
- Tabs (positions are fixed or set by the computer)
- Form feed (automatically advances the paper to the beginning of the next form)
- Separate functions for line feed and carriage return (for special effects and timesaving)
- Bell or tone signal (the only way some systems can get your attention)

### Paper

What size paper can a printer handle? How many characters will fit on one line of that paper? Printers are often rated in columns per line; this is the same thing as characters per line. Can the printer accept page after page without your assistance, or do you need to feed it one sheet at a time? Ask these questions when shopping for a printer.

If you are looking at impact printers, you'll have more choices in terms of paper size and handling. For word processing, an 8½-inch-wide paper is standard. It allows 80 characters per line at 10 cpi. If the printer has a condensed mode, you can get 132 characters onto one 8-inch line. For data processing in an office environment, some people prefer printers able to handle paper up to 15 inches wide.

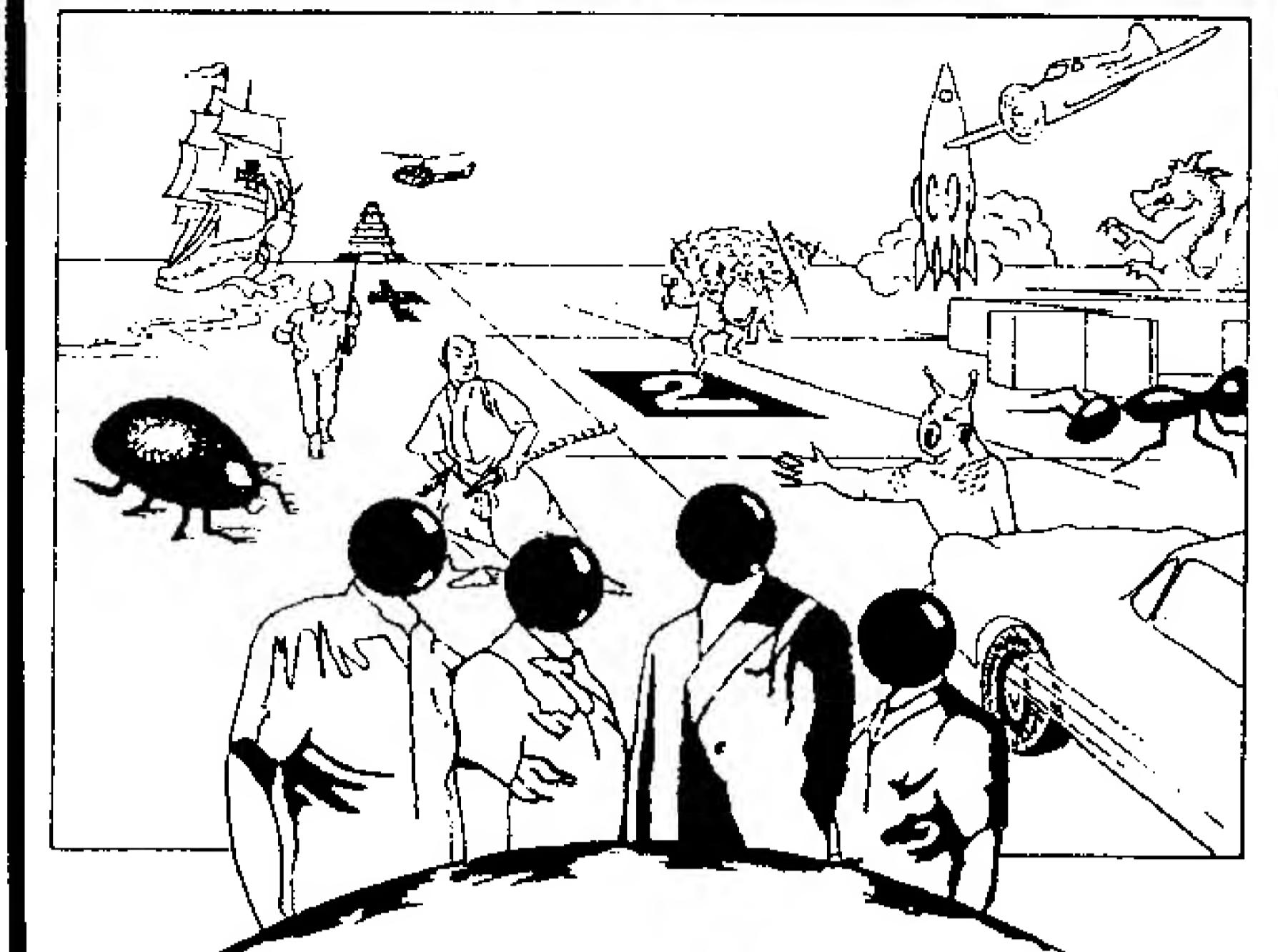
Three methods of *paper feed* are available: friction feed (as on typewriters), pin feed, and tractor feed. With friction feed, the paper is in sheets or on a roll. With pin and tractor feed, the paper is continuous and fanfolded, with holes along each margin. Pin-feed systems have guide pins on the ends of the platen; tractor-feed mechanisms are external and often more reliable than pin feed. Some dot-matrix impact printers are equipped with both friction and tractor feed. Many friction-feed daisy-wheel units have optional tractor attachments.

One problem with friction feed is paper alignment. During long runs using rolls or other continuous paper, the paper tends to creep to the left or right. Also there may be some vertical slippage. This may be acceptable in most personal computer applications, but not in repetitive-forms printing where margins are critical.

### User Communication

One last question: Does the printer talk back to the computer? For example, if it is out of paper or ribbon, will the printer stop to inform the computer of the problem? And when you replenish the paper or ribbon, will the printer continue without losing a

Continued on p. 64



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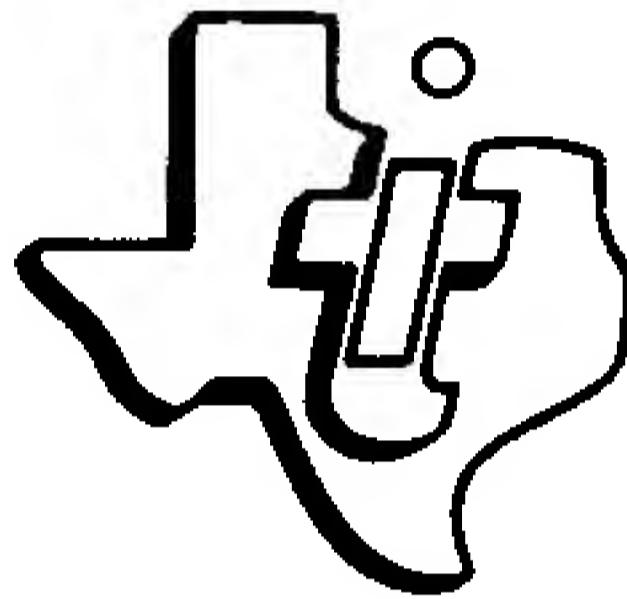
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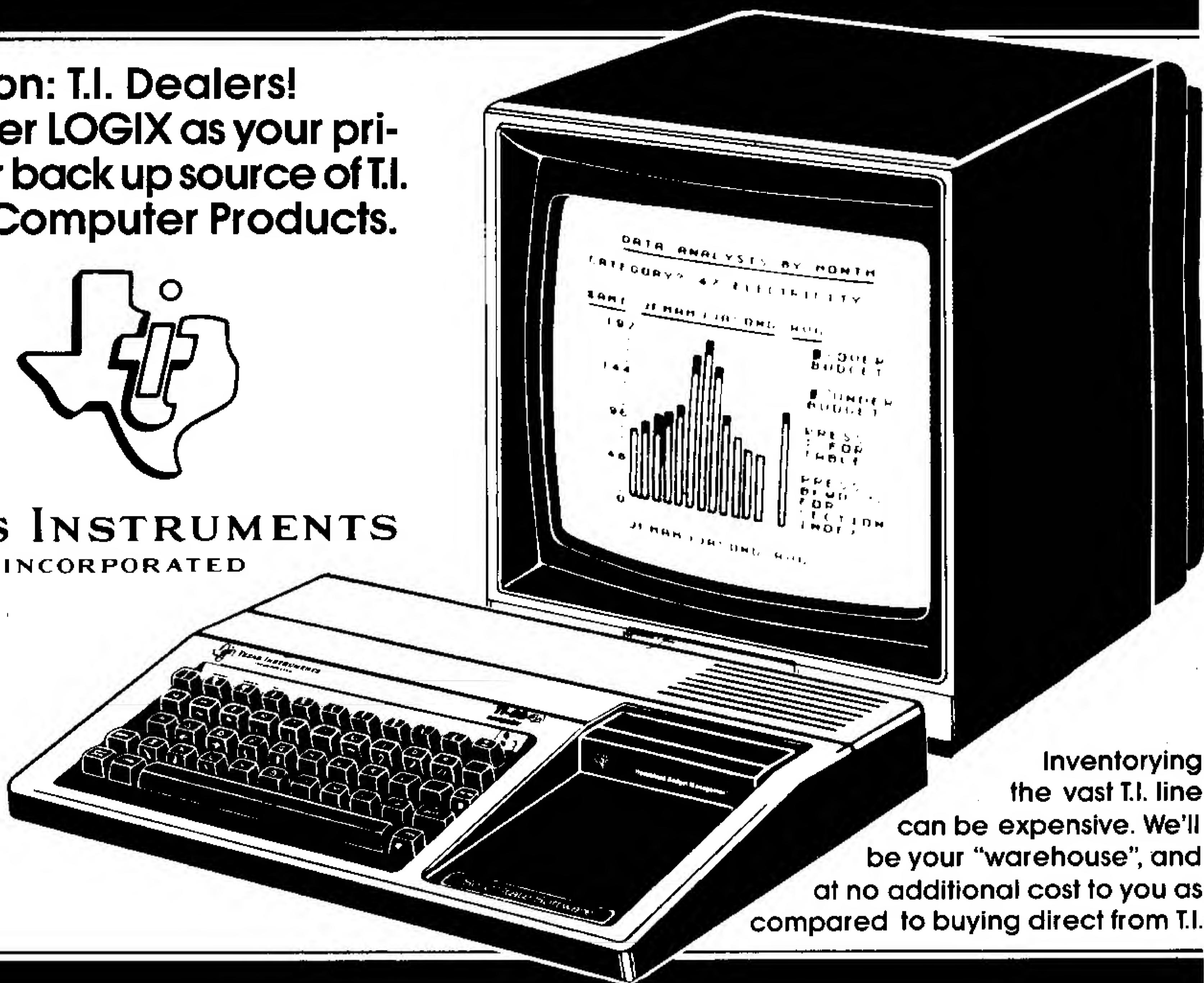


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## **Printers On Review... from p.14**

The TI printer measures 4.2" x 14.7" x 12", and weighs 12 pounds. Access to the interior is a simple matter of loosening the four screws holding together the upper and lower housings. Inside are miniature slide switches that let you select form length, line spacing, character type, and several other options to become the default when the printer is powered up. You can also select any one of eight international character sets, and set up the RS232 interface.

### **Graphics**

The TI 99/4 Impact Printer is capable of printing dot-graphics interspersed with text on the same line. Two dot-graphic resolutions are available. Normal-resolution graphics can print up to 480 dots horizontally on one line. Double-resolution graphics can print up to 960 dots per line.

### **Documentation**

The manual for the TI printer is concise and easy to read. As a bonus, TI has included a number of program examples showing how to use each feature of the printer. The novice programmer will find it a valuable tool, as it is designed specifically for use with the TI-99/4A computer.

### **Microline 83A**

The Microline 83A, from Okidata Corp. is a high-quality, wide-carriage printer. Its 136-column bidirectional logic-seeking dot-matrix print head moves along with an impressive print speed of 120 characters per second (cps). The suggested retail price is \$899.00.

### **Special Features**

The 83A comes standard with a low-speed serial RS232 interface capable of transmission rates to 1200 bits per second (bps). An optional high-speed RS232 interface can be purchased separately for \$120.00, increasing transmission speed to as high as 9600 bps. Friction-feed and tractor-feed both come standard. The friction-feed lets you insert individual sheets, (letterheads or envelopes) whereas the tractor-feed ensures the smooth flow of continuous fanfold paper. It is extremely easy to switch between the two.

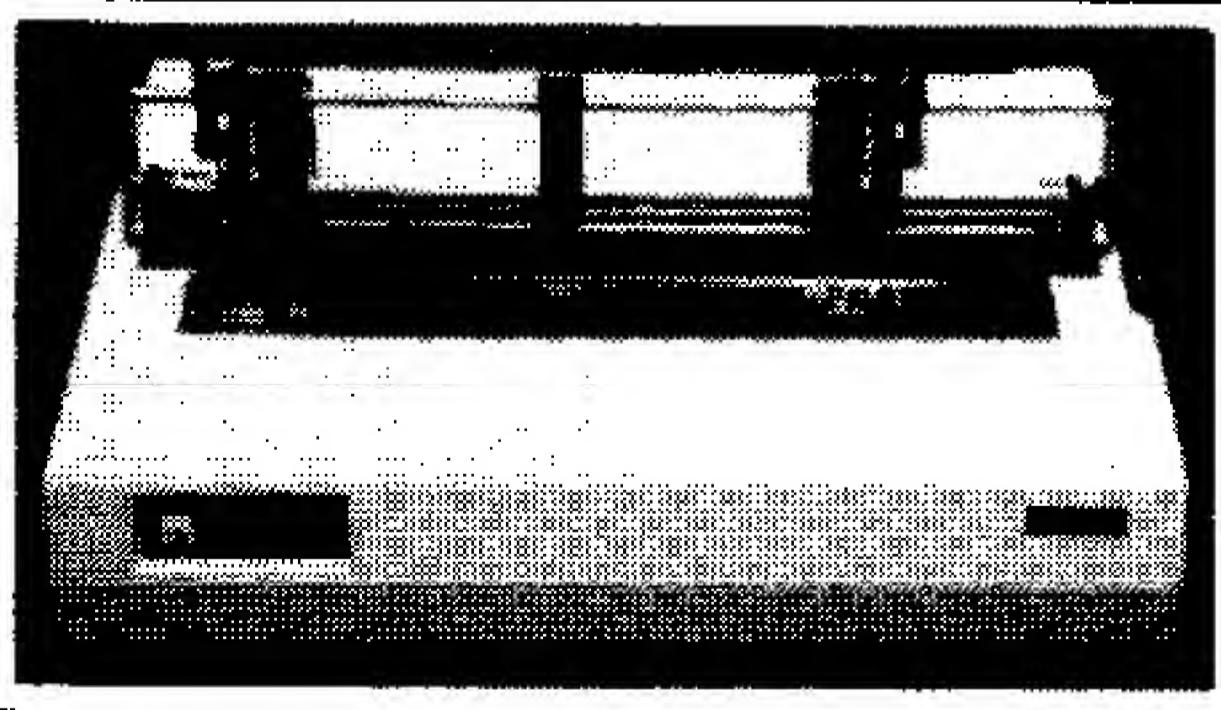
The 83A printer measures 14.21" x 12.91" x 5.24" and weighs 32 pounds. On the front of the printer is the control panel. Most control panels include a "form-feed," "line-feed," and "on-line" switch, but the 83A takes it a step further. It has a rotary 10-position switch to set the form length and another switch to set the paper's present position as the "top of form." This feature saves you from having to power down the printer just to set the "top of form."

Two paper feed paths are available. In addition to the normal feed path—from the back, through the print mechanism, and out the back again—paper can be fed up through the bottom of the printer. Of course a special table or desk top is needed, with a slot in the top for the paper to pass through.

There are four type-styles available with the 83A, each of them software selectable. The printer will always power up with "normal" type. Print densities are 5, 8.3, 10 and 16.5 characters per inch, depending on the type-style used. The 83A will print the following type-styles:

Microline 83A

NORMAL FON  
CONDENSED FONT  
**ENLAR**  
**COND. /**  
**ENLARGED**



Access to the control card is easily gained. First remove the tractor-feed system (about a ten-second operation). Under the top cover you will find two Phillips-head screws holding the upper housing to the lower housing. Once these are removed, the upper housing will lift off. You can then get to the two sets of miniature slide switches needed to set up the printer. The first is in the front, on the control panel. Use this one to set up any one of nine international character sets, plus a TRS-80 character set. The other set of switches, in the back of the printer on the control card, will let you set up the RS232 parameters.

Continued on p. 64

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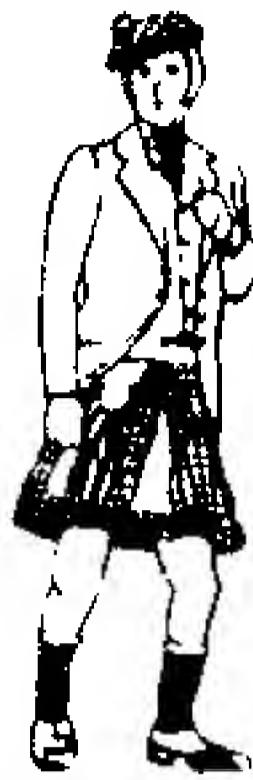
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### Letters . . . from p. 7

*the amount of editorial content, in each issue, against the ease of reading the content.*

Dear Sir:

I am totally impressed with your magazine! It not only enhances the TI-99/4A's fantastic capabilities, but it reconfirms what a smart decision I made to purchase this relatively unknown machine.

There is a software program that I cannot find anywhere and maybe you or your readers can assist me. It is a political software program. With all the political groups in America, I am amazed there is not one program available for individual candidates, county chairman, or state committees. There must be a huge market just waiting to be tapped.

Again, congratulations on such a balanced magazine. Texas Instruments 99/4A continues to achieve credibility and grow in demand in part because of your publication.

Robert W. Geddis  
 Haggaman, NY

Thanks, Bob, for the compliment. Maybe a reader out there in 99'er Land can tell us if such a program exists . . .

Dear Sir:

I have owned a TI-99/4A for well over a year, and I have been following the development of this computer since its inception. I have found that 99'er Magazine is by far the most informative reading of any of the computer magazines. I have devoured each issue, beginning on the way back from the mailbox. I am overjoyed to see that you have finally gone to a monthly publishing schedule.

When I originally typed in the FORCE 1 program, I made provisions for the use of joysticks, but the suggestion by David Lewis in your November issue looked so intriguing that I added your suggested changes to the program. Unfortunately, the addition will not work as published.

A problem exists that will allow no motion at all. Line 640 does not allow movement if the key status

is zero. The joystick routine does not return this value, so S remains set to zero. To solve this problem, change lines 1690, 1700, 1710, 1720 and 1730 as follows:

```
1690 K=88 :: S=1 :: RETURN
1700 K=83 :: S=1 :: RETURN
1710 K=68 :: S=1 :: RETURN
1720 K=69 :: S=1 :: RETURN
1730 K=0 :: S=0 :: RETURN
```

Besides these, there are errors on line number 1680. The ON JZ GOTO . . . statement has its last two arguments reversed. This results in no northward sensing. This statement also lacks an eighth value. This will cause an error if the joystick is moved to the northeast position. To correct both of these problems, re-enter line 1680 as follows:

```
1680 ON JZ GOTO 1730, 1690, 1730, 1700,
    1730, 1710, 1730, 1720, 1730
```

After these changes, the FORCE 1 program will operate properly with joysticks as well as the arrow keys.

With the recent boom in TI sales, my dream of organizing a local user's group has materialized. We have named the group, appropriately enough, "The Daytona 99'ers." Each of our last two meetings have drawn about fifty people. If we keep getting this amount of new people every month, there is a great potential here. I would appreciate it if any TI users in the Daytona Beach, Florida area would contact us.

I have many ideas for articles for 99'er Magazine, and I would like you to send me Author's Guidelines.

Once again . . . Keep Up The Good Work.

Ralph W. Fowler, III  
 The Daytona 99'ers  
 P.O. Box 4596  
 S. Daytona, FL 32019

Ralph, Thanks for your corrections. Good luck to all The Daytona 99'ers and we look forward to any articles you care to submit.

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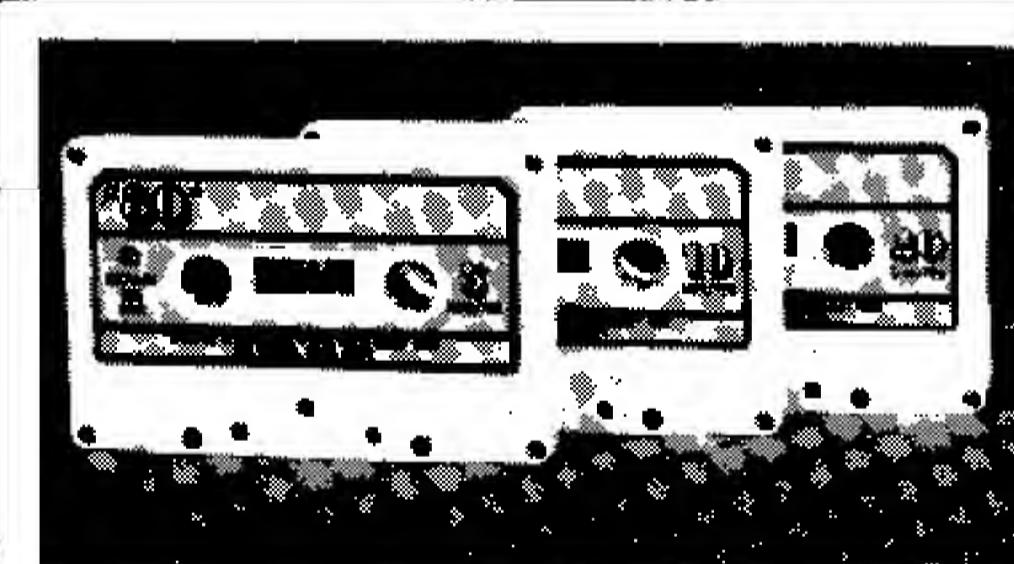


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# Professor Holl's Pocket Programs

## ... and problems in programming

You are in an ancient temple at the center of the earth where three diamond needles bear eighty golden rings of graduated sizes. At the beginning of time the rings were all on one needle; but now the temple monks are transferring the rings, one at a time, from needle to needle, never setting a ring on a smaller ring. When they have moved all eighty rings to one of the other two needles, the world will end . . .

Possibly you have seen a children's toy along these lines—four or five disks of various colors and sizes, drilled to fit on three wooden pegs. The object is to start with the disks on one peg, and by moving one at a time—and never setting a disk on a smaller one—transfer the entire pile to another peg. If you don't have one of these in your closet, here is a pocket program of the puzzle for you and your friends.

When the program is run, four "rings" (they will actually look more like short bars) will appear on the left of the screen. There is room on the screen for three piles of rings. (To make the game pocket-sized, the pegs were left out.) To move a ring from one pile to another, press key 1, 2, or 3 to designate which pile (left, center, or right) to take the ring from, and then press 1, 2, or 3 to designate which pile to move the ring to. That's all there is to it.

The program works this way: rings are represented by the numerals 1, 3, 5, and 7. Peg (1), Peg (2), and Peg (3) are variables in which the presence of rings on the three pegs (or piles) are recorded. Thus in line 200, which is part of the initial setup portion of the program, Peg (1) is given the value 1.357 corresponding to the presence of all four rings on the first peg. The left-most numeral is the one on top.

At the beginning, pegs #2 and #3 are empty. When a ring is moved from one peg to another, the values of the "peg()" variables change accordingly. For example, if our first move is to place the top ring from peg #1 onto peg #2, then Peg (1) changes from 1.357 to 3.57 and Peg (2) changes from 0 to 1.

These changes are performed in line 450 (where the "size" of the ring being moved is figured out) and in lines 500 and 510 where the values of the "peg()"'s are actually changed. "From" and "too" identify the pegs. They are given values when the keys 1, 2, or 3 are pressed. The three "top()" variables are strictly for the graphic display; they record the positions of the tops of the piles on the screen. Conveniently, the rings are 1, 3, 5, and 7 characters wide.

"Status" is used as part of the "call key" routine to tell the machine when a key has been released so that the program can go ahead. Now read through the program and see if you can follow what is happening.

Today's program:

## Tower of Hanoi



### Stacks

The piles of rings in this program are particularly graphic illustrations of the stack, a ubiquitous and very important idea in practically every kind of software. Like the rings in these piles, things stored on software stacks (subroutine return addresses, interrupts, whatever . . .) come off the stacks in reverse order to the way they went on. Because the items stored on our pegs are only single numerals, we are able to use a simple "trick"<sup>1</sup> to represent each of our three stacks. We just construct a number for each digit we want to represent. The TI-99/4 and 99/4A employ numbers accurate to 13 decimal places using a radix-100 representation, so we can push and pop numerals onto and off the left end of these with abandon, multiplying and dividing by 10 without fear of roundoff error.

### Homework

Now that you understand how the program works, it's time to personalize it to make it *your* program. Here are some suggestions: Teach the machine to count the moves, recognize an end condition, and tell how many moves it took to get there. Add the pegs and color the rings. Expand the game to five rings.

Finally, if you make some estimates of how fast the monks are moving each golden ring, you can determine how much time the world has left. (You will need to know the fastest way to shift the rings.) If the holy men went modern and taught their TI-99/4 to move a ring every microsecond, would you be ready to sell your long term bonds at a discount?

99er

By S.T. Holl

Qtrs 327A, Yerba Buena Island  
San Francisco, CA 94130

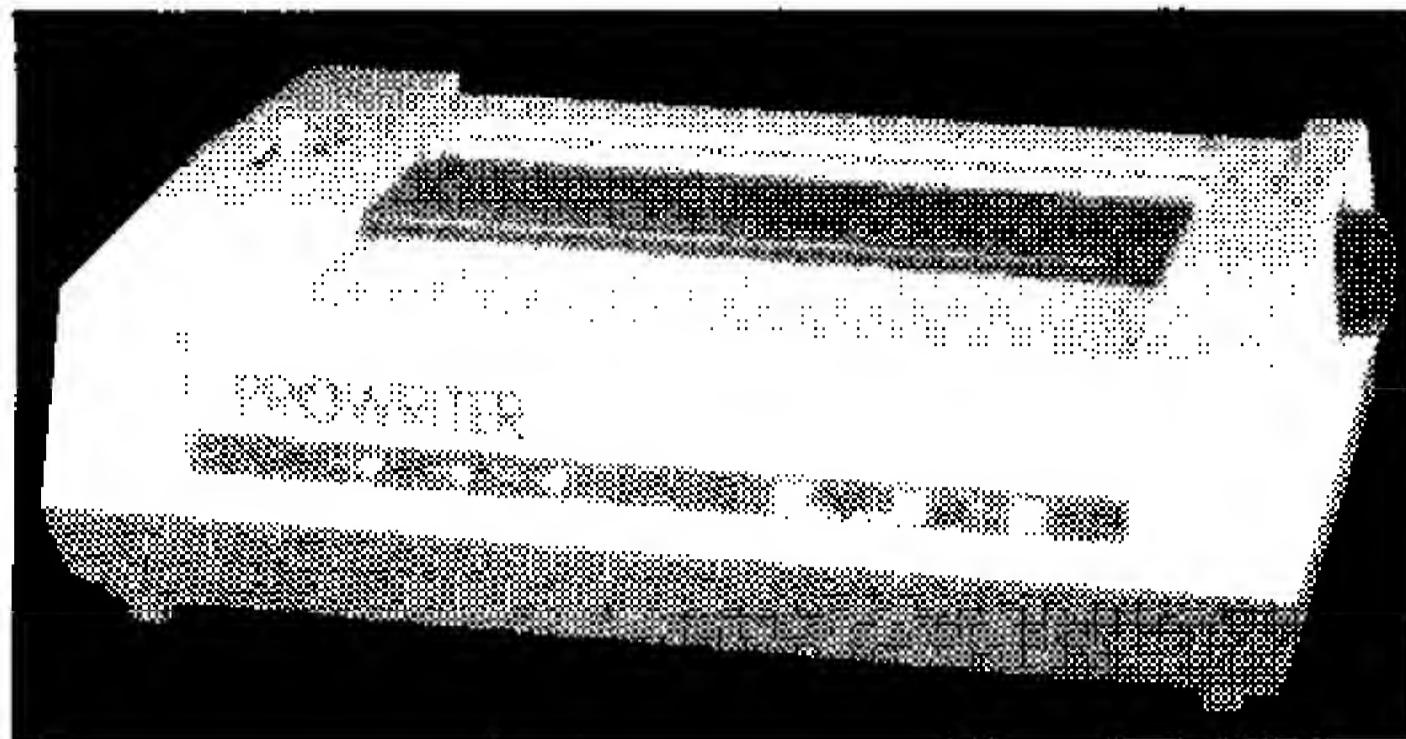
```
100 REM ****
110 REM * TOWER OF HANOI *
120 REM ****
130 REM 99'er VERSION 2.4.1
140 REM BY S. T. HOLL
150 REM
160 REM
170 DIM PEG(3),TOP(3)
180 CALL COLOR(7,1,1)
190 CALL COLOR(8,2,2)
200 PEG(1)=1.357
210 PEG(2)=0
220 PEG(3)=0
230 TOP(1)=10
240 TOP(2)=14
250 TOP(3)=14
260 CALL CLEAR
270 CALL HCHAR(10,6,88,1)
280 CALL HCHAR(11,5,88,3)
290 CALL HCHAR(12,4,88,5)
300 CALL HCHAR(13,3,88,7)
310 CALL KEY(3,FROM,STATUS)
320 IF STATUS=0 THEN 310
330 CALL KEY(3,DUMMY,STATUS)
340 IF STATUS=-1 THEN 330
350 FROM=FROM-48
360 CALL SOUND(100,110,3)
370 CALL KEY(3,TOO,STATUS)
380 IF STATUS=0 THEN 370
390 CALL KEY(3,DUMMY,STATUS)
400 IF STATUS=-1 THEN 390
410 TOO=TOO-48
420 CALL SOUND(100,262,2)
430 IF (FROM<1)+(FROM>3)+(TOO>3)+(TOO<1) THEN 310
440 IF (PEG(FROM)=0)+((PEG(TOO)<>0)*((PEG(FROM)>PEG(TOO)))) THEN 310
450 SIZE=INT(PEG(FROM))
460 TOP(TOO)=TOP(TOO)-1
470 CALL HCHAR(TOP(FROM),3+(FROM-1)*9+.5*(7-SIZE),87,SIZE)
480 TOP(FROM)=TOP(FROM)+1
490 CALL HCHAR(TOP(TOO),3+(TOO-1)*9+.5*(7-SIZE),88,SIZE)
500 PEG(FROM)=10*(PEG(FROM)-SIZE)
510 PEG(TOO)=.1*PEG(TOO)+SIZE
520 GOTO 310
```

99er

<sup>1</sup>If you find an application for this "trick" in a program of your own, you will be entitled to call it a "method." (A "method" is a trick used twice).

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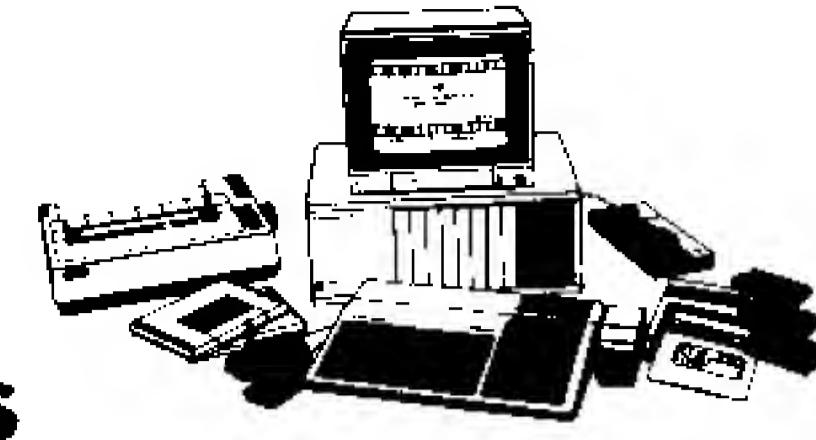
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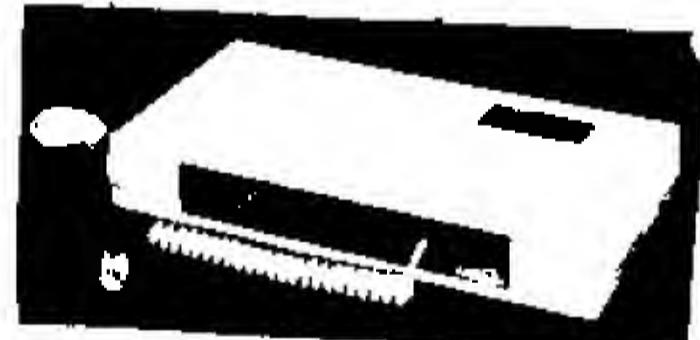
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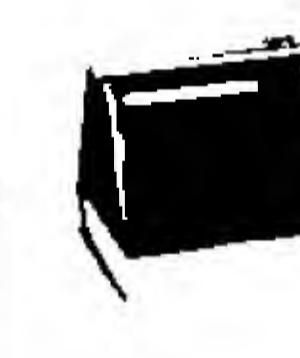
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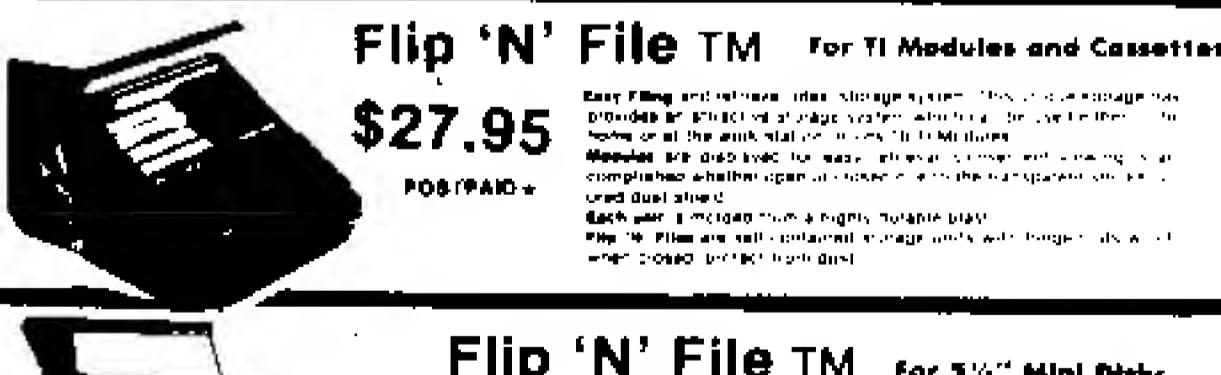
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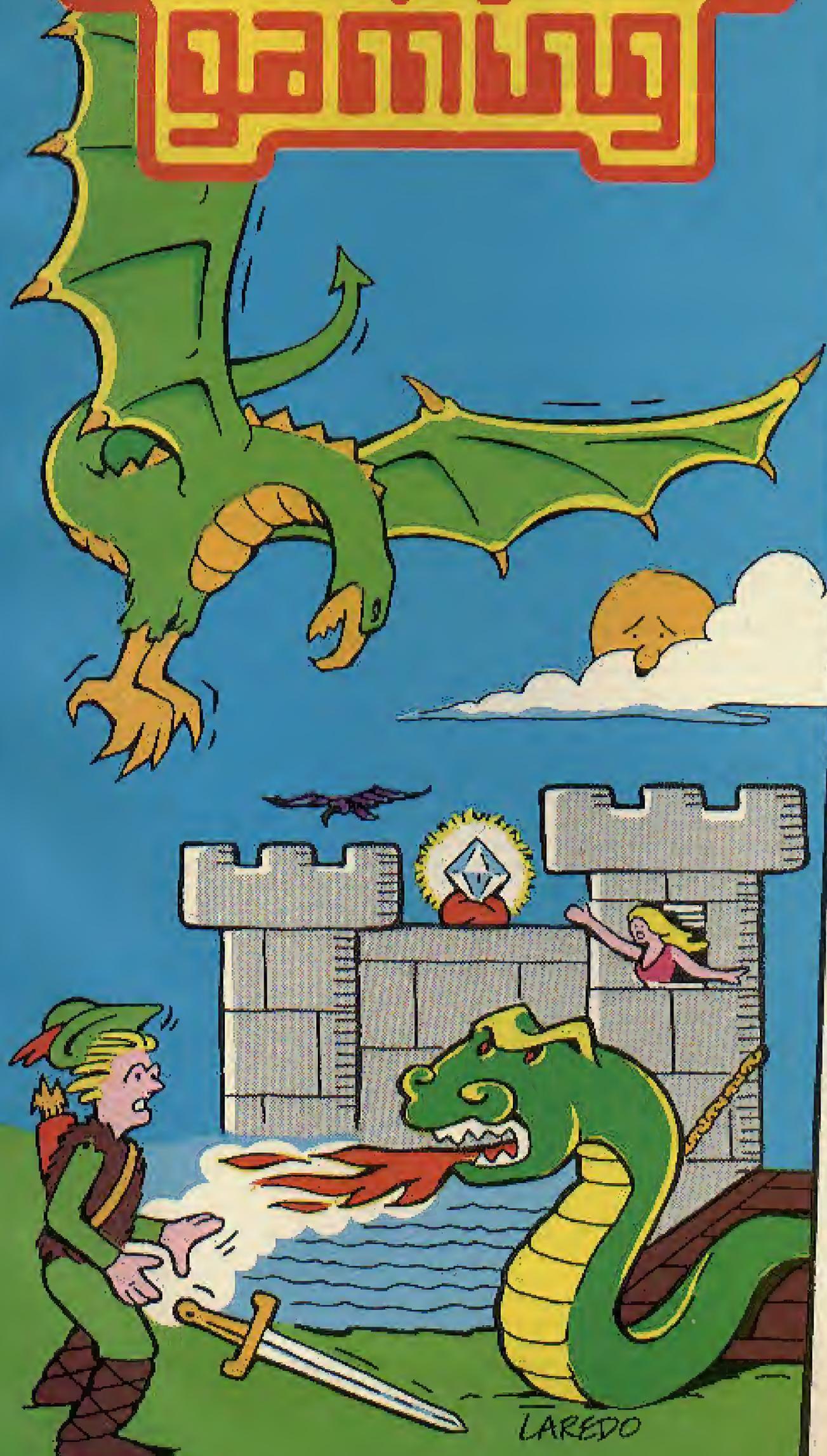
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# COMPUTER GAMING



## The Joys of Adventuring Part 2

By Samuel D. Pincus

*Contributing Editor*

You are trapped in a maze and monsters threaten from every corner! The maze seems familiar, but you can't remember how you got out last time. That's right—you used a key. But you just dropped your key in another room. If only you could remember what you did last game, or where you put that key. If only you had a strategy for these adventure games, instead of stumbling through them at the mercy of the warlocks, vipers, or other powers that be . . .

Last month, in the first part of this article, I talked about adventuring in general, telling how to chart a course and avoid the snares that can crop up in these games. This final part offers six rules for strategies to help you win these "puzzle," and "sword-and-sorcery" games. Are you ready? Then let's go.

### Rule 1 — Make a Map!

Most adventures take place in major sites that are broken into 25-30 different locations (called rooms by adventurers). One can enter these rooms in either the obvious way (through a door or window) or through less common methods (chanting a spell or drinking a potion). In most (if not all) of the Scott Adams adventures, at least one of the doors is locked. In any case, the only way to keep track of your moves from room to room is to make a map and update it continually. Even if you think your memory is up to keeping track of the various locations, a map is good insurance against foolish mistakes. Remember, sometimes you will have to return to a room in order to complete the adventure. You may even have to go back to the starting point.

In addition, a really nasty adventure writer will include both fly-traps and mazes. In a real fly-trap room you are sure to die every time; but in the Scott Adams adventures, you will find yourself in fake fly-traps. This means that you may, indeed, die whenever you enter a particular location unless you have previously done something required of you. For example, in one BASIC adventure the only way I could get out of a room (through a locked rusty door) was to drink a strength potion. Had I not drunk it, the room would have been a fly-trap. A map is invaluable in remembering which rooms are dangerous.

In a maze, you always seem to return to the same location no matter which way you move. It can be confusing to move from room to room, all identical. A map helps you keep track of the maze.

Whenever you enter a room, update your map with the visible exits, the room contents, and anything else you think is important. List all contents, no matter how trivial they may seem. You can never tell when a glass, or a match, or an empty box will become very important later on.

*Computer Gaming* is a magazine for all game lovers—players, designers, and programmers of microcomputer games. Regular features include product reviews, letters to the editor, player strategy, a question and answer forum, a Hall of Fame for high scorers, tutorial articles on game design and programming, plus interviews with professionals in the world of computer gaming.

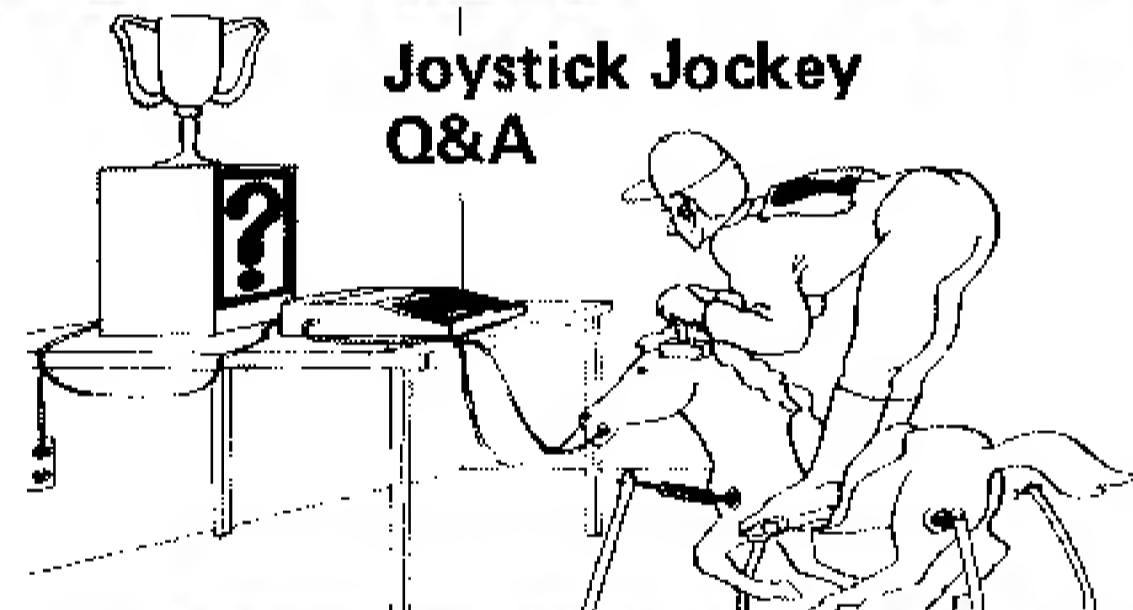
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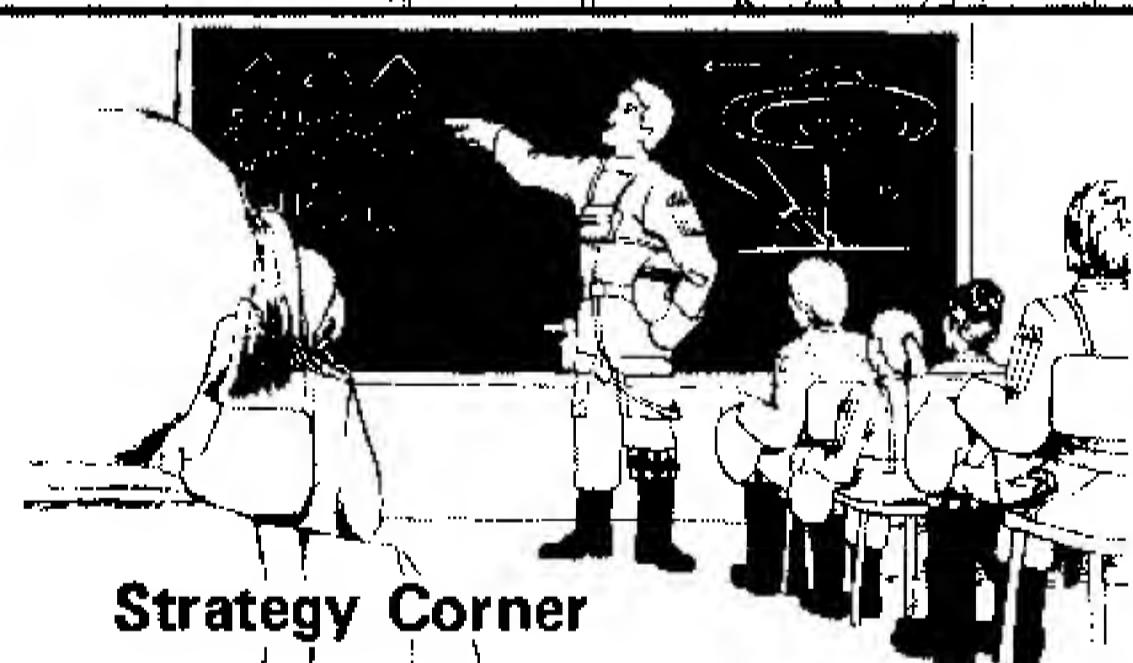
### Adventure Registry



### Joystick Jockey Q&A



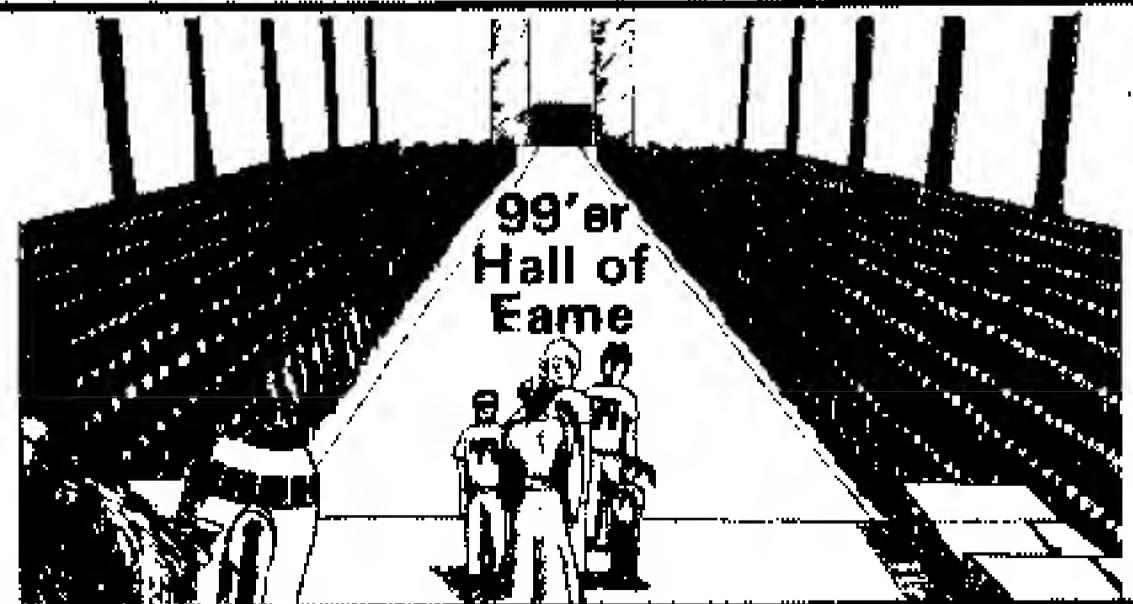
### Strategy Corner



### Arcade Arbiter Review



99'er  
Hall of  
Fame



Make sure you note where your exits took you. In the booklet that comes with the ADVENTURE Command Cartridge, Scott Adams presents some suggestions on map-making. Read his suggestions and try to follow them. Don't get discouraged if your first efforts look like a bowl of spaghetti. Just wait until the map looks too hard to follow and then redraw it. Even the most experienced adventurer has to redraw during his game. If you find a previously unknown exit from the room (a hidden passageway, for example), don't forget to add it to the map. Write down what you did to find the exit, and retrace your path.

### Rule 2 – Save the Game!

All Scott Adams games allow you to save your game status—such as your current room location, inventory, and clothing. Use this feature after every 10 rooms or so. It will help you restart your adventure in case you do something foolish and get killed. Always save a game before doing anything that you know is dangerous (such as pushing a button). In some of the more difficult adventures, I have saved different game strategies, then started from the beginning with the idea of doing things in other ways.

Never get so engrossed in the game that you forget to save it. If you successfully negotiate a maze, and then get killed off, it is very frustrating to do it all over because you didn't type in SAVE GAME.

### Rule 3 – Look, Look, Look!

Whenever you enter a room, its contents will usually be described to you in detail (unless you have been blinded during your adventure or the lights are out or.....). But don't rely on the descriptions alone. Examine everything (using the EXAMINE or LOOK command) in the room. Pay attention to every item in the room. Look at it. Move it. If it is a book or a piece of paper, read it! If the room has writing on the wall, read that too. And don't forget to examine pictures, rugs, or other items that are on the floor, walls, or even ceiling. Try to get as much information as possible.

If there is a container, such as a box or chest, open it and look inside. If something falls out, you will find it added to the description of the contents of the room. So if you open a chest and the adventure says "there's something there," look at the room contents to find out what it was. By the way, if something does fall out, that is no reason to stop examining the container. A writer of difficult adventures may have an unimportant item fall out first and leave the really important contents for last. Keep looking until you are told that there is nothing important left.

If you try to move a certain item, and it doesn't budge, it may mean the item isn't important. Just as likely, however, it only means that you don't have the skill or tool to move or get the object. For the moment, just put it on your list. A room that you stumble into later may contain just the thing you need to move the rock or lift the chain.

### Rule 4 – Keep Track of Your Inventory!

Keep track of everything you carry. If you enter a room and see something you think

you may need, just tell the game to GET it. The only problem is that, as in real life, you can't carry everything. Sooner or later, you will have too much. You will have to DROP something to make room for a new item. This isn't hard, as long as you remember to DROP items after they have been used (for example, an empty gun or burnt-out match). In most adventures, an item is used only once. Sometimes, however, it may be needed later. Remember, you can never be sure of anything!

In sword and sorcery play, you must also keep track of your status. If you are wounded, your strength ebbs as you continue your journey. You may decide to fight a creature under the assumption that your strength is still high when in fact, you are bleeding to death!

### Rule 5 – Keep Track of Objects!

Always update your map with the items you find in a room. If you take out an object, cross it off your map. If you then drop it in another room, relocate it on your map. It is embarrassing to forget where you dropped your gun when you need it to kill a rattlesnake.

Keep in mind that objects may change during a game. A lump of dirt, when washed, may reveal a crystal ball. A branch, when whittled, becomes a flute. Make sure you note how an object changed, what you did to change it, and where it is now. A change may be very subtle—a match burns out, a canteen is filled or emptied. Note even these slight changes.

### Rule 6 – Try, Try, Try!

When you try something and find yourself stymied, don't give up! There is usually an alternative. First, try different commands. For example, you may say WET RAG and be told that the game doesn't understand. You may have to try POUR WATER in order to wet the rag. If you run out of commands, look for a different approach. You may have to pour the water into a pan and then say DUNK RAG. Of course, it may turn out that nothing will work—that you are indeed trying the impossible. Very often, however, you are just not using the right approach. For example, you may be traveling on a tree-lined path with exits to the north and south. After exploring these exits, you find that you can't get anywhere. Don't give up! Did you try to climb a tree? That may be your only way out.

Maybe you are sure that the treasure is in the room, but you can't see it. Did you dig for it? Just because you have gone over all the visible objects and obvious exits, don't think you have exhausted all the possibilities.

You are not limited to moving in just four directions. Up and down are also possible. In addition, a lot of adventures let you say things like GO PATH if you want to travel along a path or GO MOUNTAINS if that is what you see in the distance.

If you do find yourself in a real pickle (such as the maze I mentioned earlier), do not panic. Think it through. Act as though this were real life. How would you solve the problem then? In a maze, you could drop an object and then move. If the ob-

Continued on p. 50

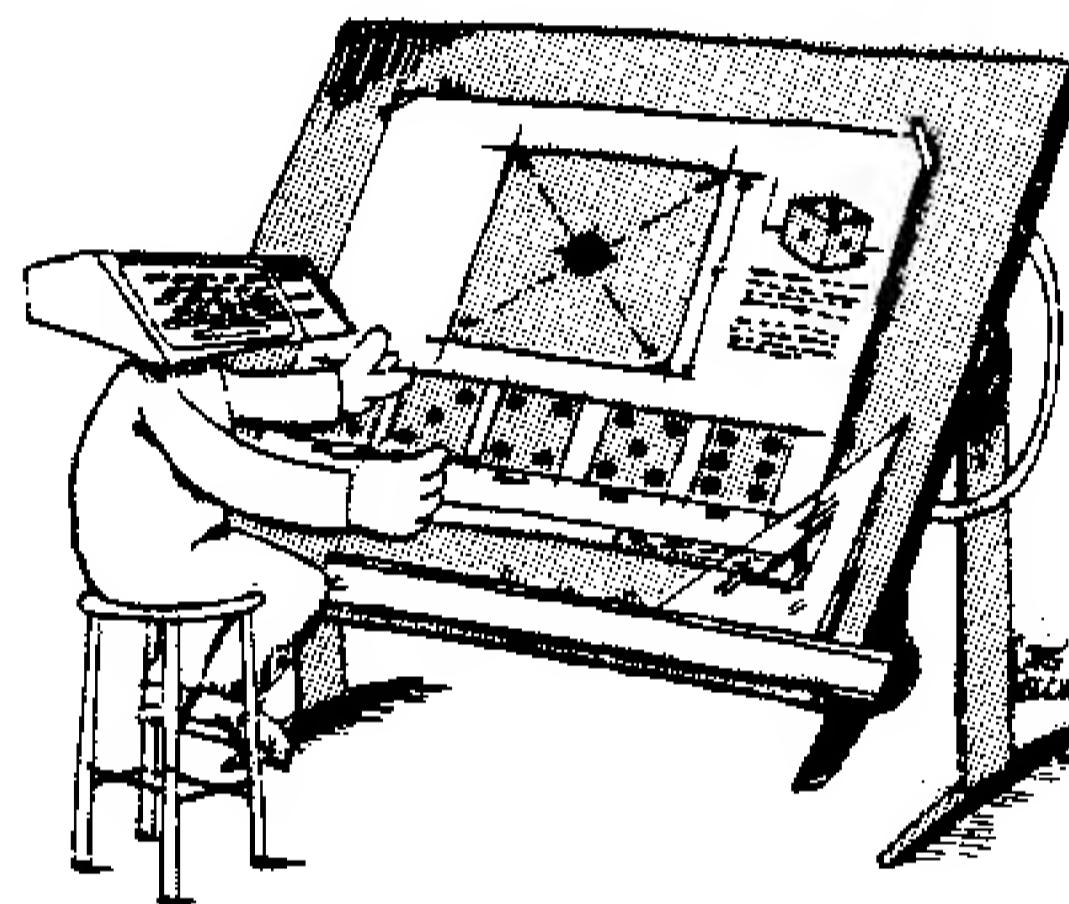
## PROS ON PROGRAMMING

**B**efore me was the task I had been putting off from the beginning: to plan the graphics for the DICE-ROLL routine.

Because the program had been coded in TI BASIC all along, I coded this routine using HCHAR and VCHAR graphics. It occurred to me however, that the Extended BASIC graphics ability (i.e., sprites) would add a lot to this program. Then I saw that it could be done both ways.

The only problem was that I am not very graphics oriented. Oh, I do all right, but I am no world-beater at eye-boggling displays. That left me one option: I called for HELP!! and turned to my "Guru of Graphics," Ron Binkowski. You may have seen his name on some fine programs he wrote for 99'er Magazine.

I asked Ron to develop a graphics routine to display dice rolling inside a Chuck-A-Luck wheel. About two weeks later, he called me back with the bad

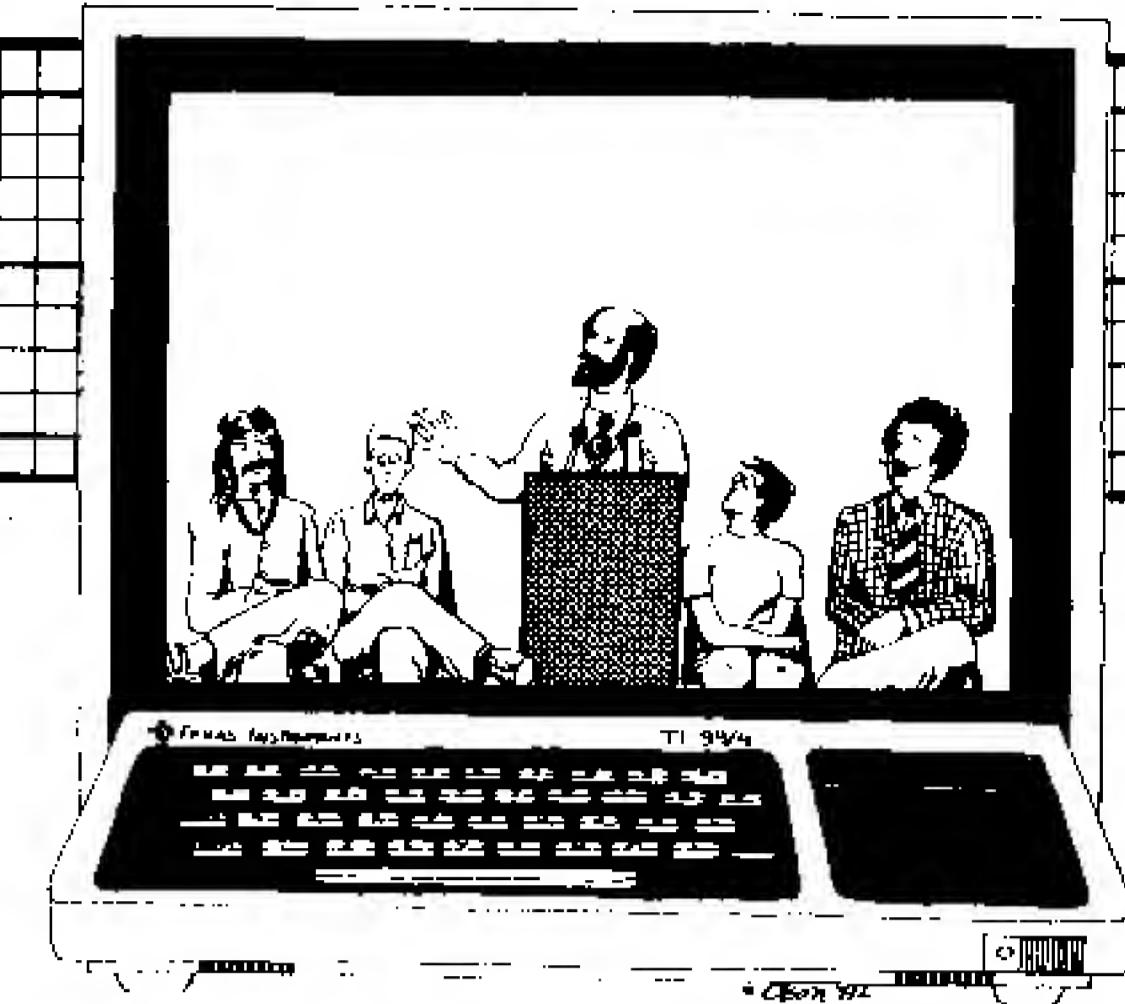


news, "No dice" (pardon the pun, I just couldn't resist it). Rolling the dice was just too complicated for this program, but Ron did come up with an idea to move them graphically.

### Starting to Roll

I reworked Ron's routine so that it could support both SPRITE graphics for inclusion in the Extended BASIC version and HCHAR graphics for TI BASIC. The design indicated that DICE\_ROLL needed an initialize routine (to set up some variables) as well as the actual graphics roll itself. I added another module to display each player's name, cash balance, amount bet, and dice value bet.

The DICE-ROLL routine needed three new arrays. Each die can be thought of as a formation 3 pieces high and 3 pieces wide. Each character can have either a dot ("pip") or be blank. Since there are three dice and each needs 9 characters, we will have to keep track of the locations of 27 characters. The 9 characters for the first die will be numbered 1-9; for the 2nd die, 10-18; and 19-27 for the third die. The array called LOC\_X keeps track of the "x" co-ordinates (the horizontal rows) of these characters while LOC\_Y keeps track of the "y" co-ordinates (the columns). This means that both of these arrays must be DIMensioned with 27 entries.



**Editor's Note:** This four-part series is more than a game. It is a course in programming, covering many of the fine points of the art. Part 1 (Vol. 1, No. 4) gave some basic rules for designing games. Part 2 (Vol. 1, No. 5) laid out a coding plan for a "stripped down" version of the game. Part 3 (Vol. 1, No. 6) showed how to code the complete program and how to debug it. In this final portion, Mr. Pincus shows how to add graphics using Extended BASIC. The complete Chuck-A-Luck Extended BASIC program is also included here.

# Chuck-A-Luck

## Part 4

By Samuel D. Pincus

Contributing Editor

The array called DICE\_PIP tells whether characters are blank or have a pip for each possible value of the dice. Since there are six possible dice values, each to contain information on nine characters, we will need a two-dimensional array composed of 9 entries for each of 6 possible dice-values.

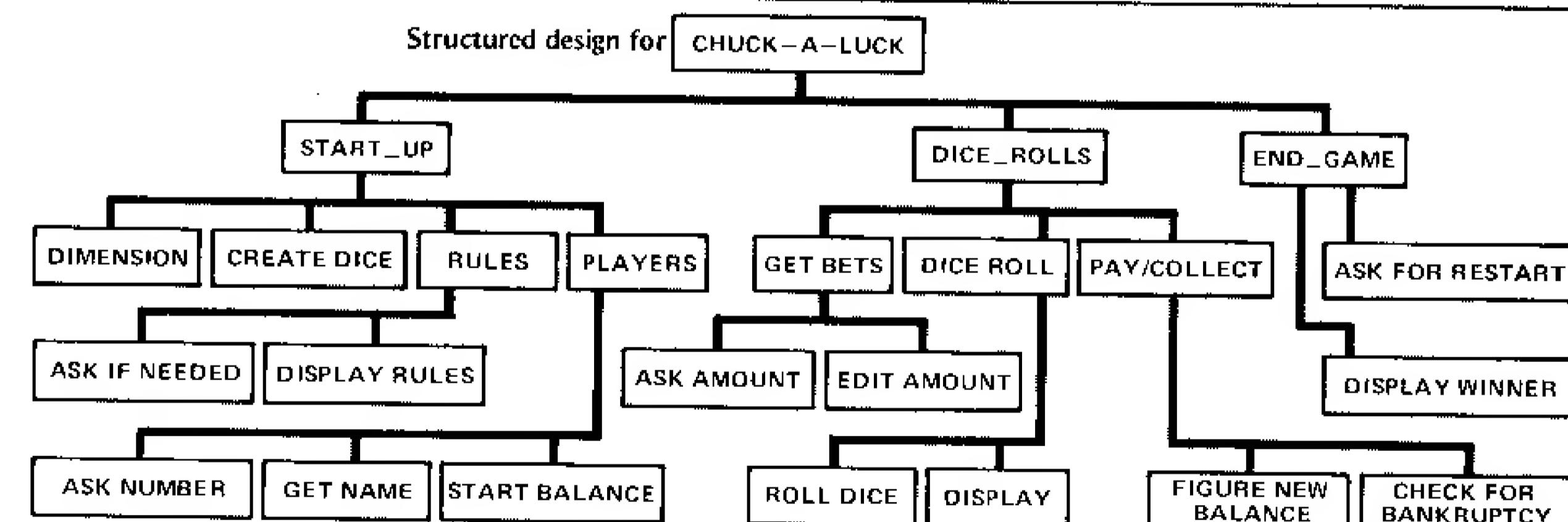
### Arrays are Like Buildings

Remember our discussion about arrays? I said that you can envision an array as a building with a number of rooms on each floor. Well, in a two dimensional array, the first variable can be thought of as the floor number. The second number is the room on the floor. For example, you can think of DICE\_PIP(2,4) as the value located in the 4th room of the second floor of a building called DICE\_PIP. For our program it will contain the information about the 4th character (middle row on the left) needed to display a dice roll of a 2.

To make the display more interesting, Ron added 3 more dice values. He realized that, depending on how a die fell, the values of 2, 3, and 6 could be portrayed two different ways. The three extra "floors" in DICE\_PIP are alternate displays for the values of 2, 3, and 6. This meant

the new arrays. Lines 20100-20200 are used to read in the data for DICE\_PIP. Each DATA line (in 25000-25080) describes whether a character of a dice value is supposed to be blank (=0) or have a pip (=1). Each line gives the information needed for the 9 characters making up the dice value. Line 25090 is an extra DATA line. TI BASIC usually slows down when it reads the last DATA line in a program, but with an extra DATA statement, it never reads the last line, and never slows down.

In order to simulate the DISPLAY AT function, available only in Extended BASIC, I added a routine to the TI BASIC version in statements 4900-4930 to print whatever was in MSG\$ beginning at COL on the row contained in ROW. It runs much faster than the code given in TI's Programming Aids I software package, because it is restricted to a single row and does no preliminary editing of the message area. In lines 20300-20420, I added the codes to show where each of the 9 characters for each die are to be displayed. In the TI BASIC version, these are actual row and column numbers. In the Extended BASIC version, these contain the "dot row" and "dot column" values needed for sprites.



the DICE\_PIP had to be DIMensioned as (9,9). I added this code as line 110. In addition, for the SPRITE version of the routine in Extended BASIC, Ron needed an array to keep track of particular pieces of the die, to determine if they were in position. He called this array LOC, and since there are 27 different pieces, I DIMensioned it at 27 in line 120.

I then added the code in lines 20010-20420 to fill in the data needed for

I then coded lines 2000-2370 to display the information about each player on the screen. The new code in 2600-3920 displays the three dice values graphically. Lines 2630-2740 give a 50-50 chance that a dice value of 2, 3, or 6 will be displayed in its alternate format. The 9 characters making up the die are then displayed in the loop in lines 2750-2990 in the TI BASIC

Continued on p. 51

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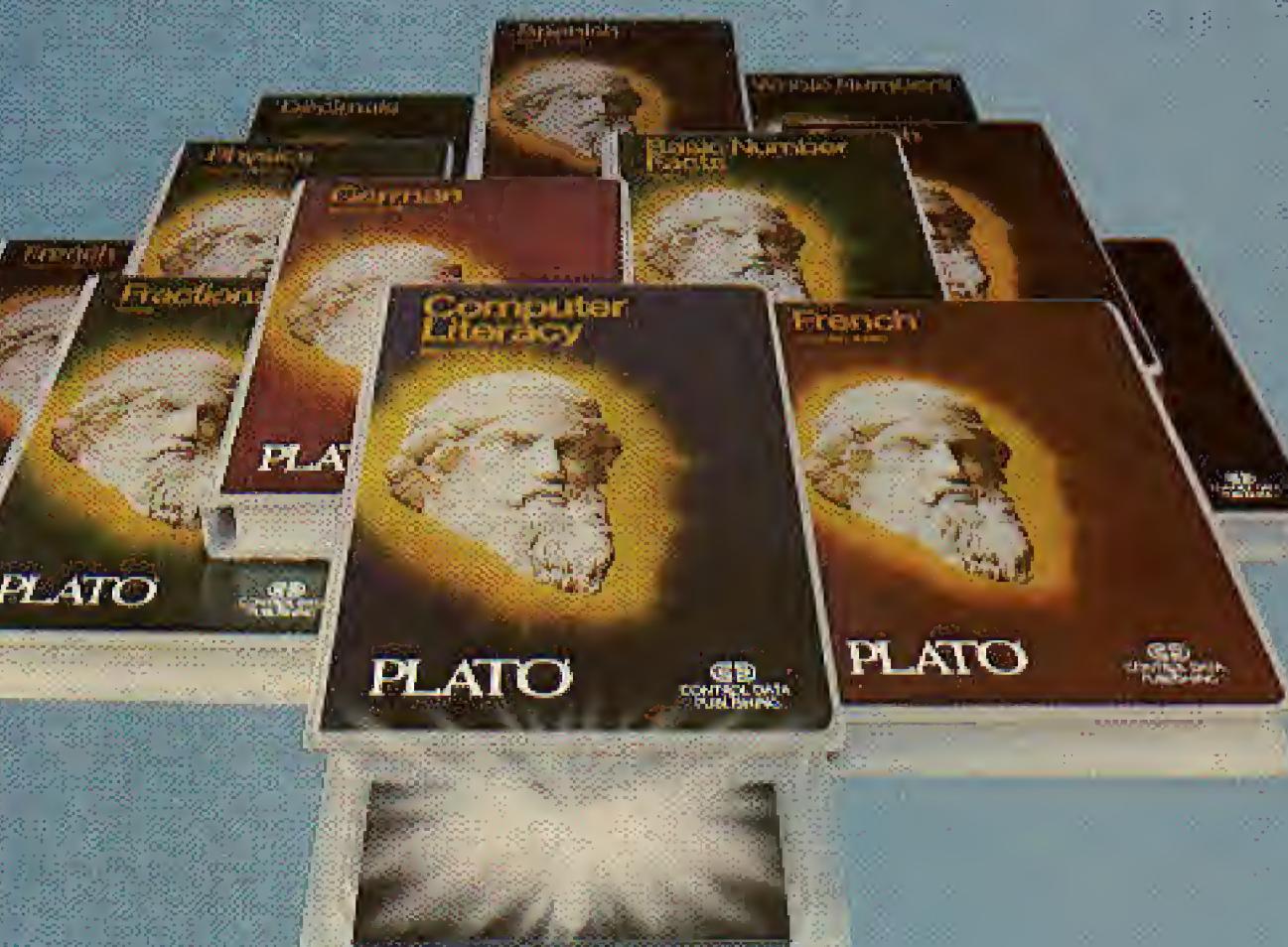
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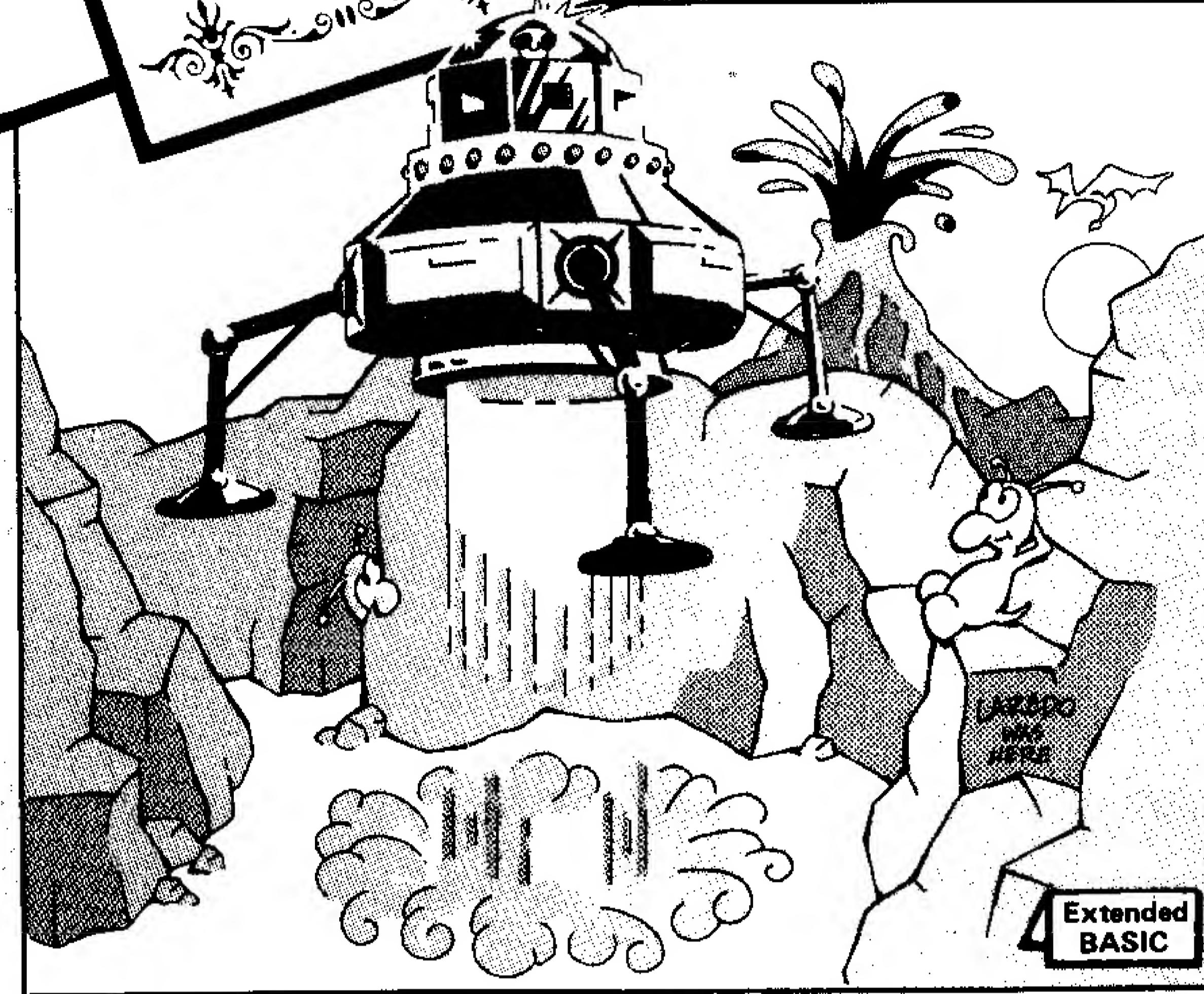
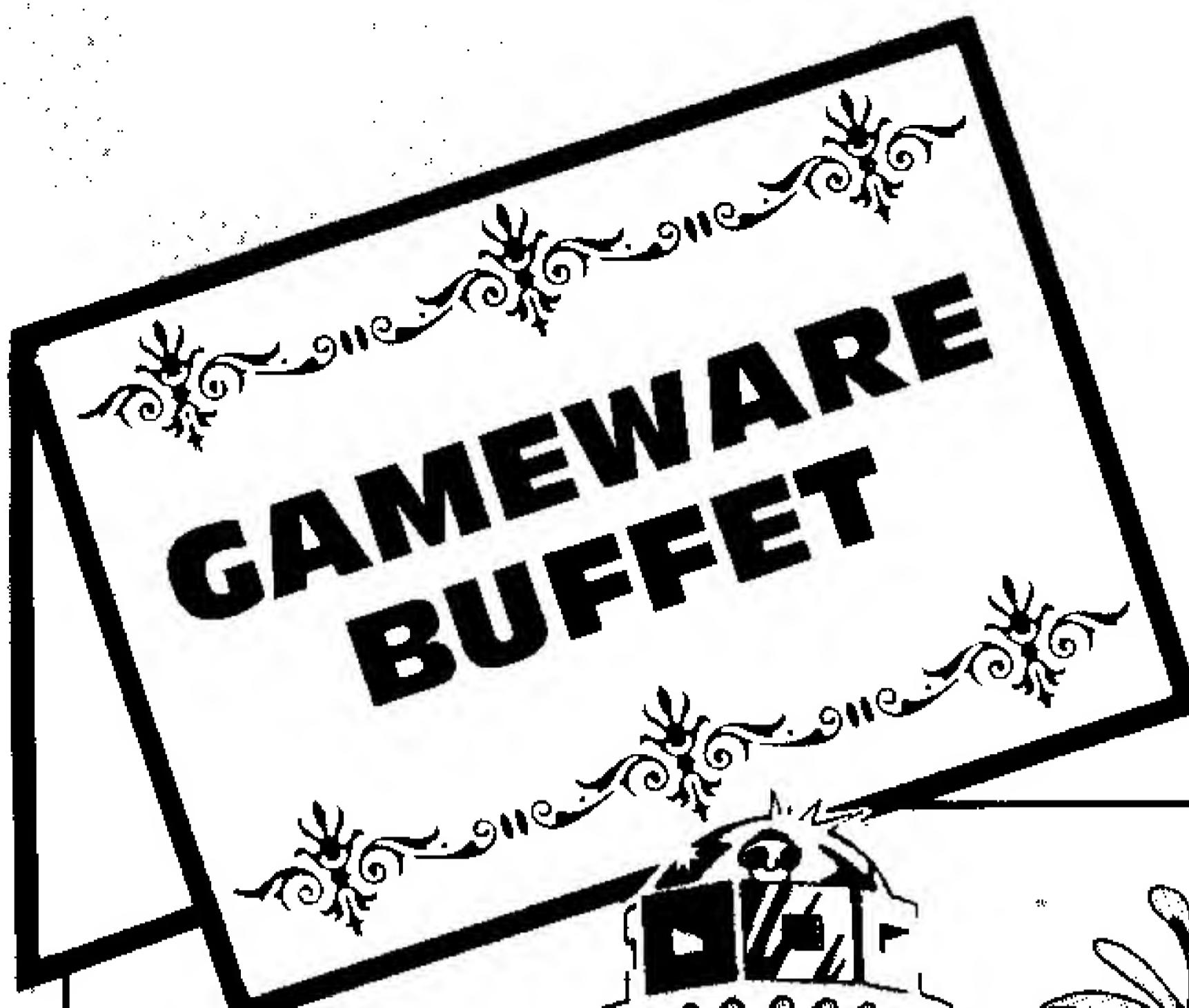
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# Lifeline to TITAN

By Bill Bies

217 Park Entrance Dr.  
Pittsburgh, PA 15228

**A**t long last, our resupply mission is almost completed. Over 25 months ago (it seems like 25 years) we left Earth for this desolate mining community on Titan, Saturn's largest and richest moon. I guess we should be thankful—our TI-NAV computer shaved three months off the trip by using the gravitational "slingshot" effect around Jupiter.

Unfortunately, like almost all mining communities, this one is located in the middle of the roughest mountain range on Titan, and landing here reminds one of playing Russian roulette . . .

I can make out the mountain range as we descend for our final approach. The landing site is now coming into view. They call that a landing site? It's not much more than a rocky ledge with a mountain to one side and a cliff to the other! If I can land this one, I'll be asking for a bonus. Oh well, here goes everything . . .

You can finish the story when you run this Extended BASIC program. A random landscape on the screen is created, and the object of the game is for you to maneuver your lander to the only flat part of the terrain.

There are three levels of difficulty—the higher levels providing a smaller pad to aim for. On the third level you barely have room for your lander.

You can maneuver your ship with either the keyboard or joystick #1. On the keyboard you use the S and D keys to rotate the lander, and V to fire your rockets. On the joystick you merely move the paddle left or right, and press the fire button for thrust.

Now that you're ready, put on your helmet and strap yourself in. There are some desperate miners down there, and you wouldn't want to "alienate" a Titan miner when he's hungry . . .

## EXPLANATION OF THE PROGRAM

*Lifeline to Titan*

### Line Nos.

100-160

REM statements.

170-190

Check for expansion memory. If it's there, delete all sprite motion.

200-260

Initialize variables and set character colors.

270-360

Define character patterns.

370-420

Initialize arrays.

430-460

Set up title screen.

470-480

Branch to set up playing screen.

490-800

Main control loop.

810-960	Display title screen.
970-1040	Display instructions.
1050-1490	Display landscape.
1500-1650	Display playing screen and messages.
1660-1740	Ship explodes. End of game.
1750-1810	Input options for the next game.
1820-1850	Initialize variables to play the same game.
1860-1980	Good landing.
1990-2060	Do instant replay.
2070-2130	Subroutine to play a sound.
2140-2230	Subroutine to do explosion.
2240-2280	Subroutine to stop sprites.

Continued on p. 38

```

100 REM *****
110 REM * LIFE LINE TO TITAN *
120 REM *****
130 REM BY BILL BIES
140 REM 99'ER VERSION 2.4.1XB
150 REM
160 REM
170 ON ERROR 210
180 RAM$="N"
190 CALL INIT :: CALL LOAD(-31878,0)
200 RAM$="Y"
210 CALL CLEAR
220 RANDOMIZE
230 FOR SET=1 TO 14
240 CALL COLOR(SET,16,1)
250 NEXT SET
260 CALL SCREEN(9)

```

```

270 CALL CHAR(40,"B0402010080402010
102040810204080FF"&RPT$("0",28)
&"FF")
280 CALL CHAR(96,"0010102828447C820
0081818286898040004081828C83008
00020C34C8281010")
290 CALL CHAR(100,"000002BC48502020
0000807E4C3020400080605B4658608
04020304C7E800000")
300 CALL CHAR(104,"2020504BBC020000
101028CB340C02000830C8281808040
00498682818180800")
310 CALL CHAR(108,"B27C442B28101000
2019161418181000100C13141810200
0080B14132C304000")
320 CALL CHAR(112,"04040A123D400000
02040C327E01000001061A621A06010
00000017E320C0402")

```

```

330 CALL CHAR(116,"0000403D120A0404
0040302C131408080020101814130C1
00010181814161920")
340 CALL CHAR(120,"001018181416194"
)
350 CALL CHAR(122,"0000040202000000
00000004040400000000001008080
000000000020202")
360 CALL CHAR(126,"0000000000206030
0000000080A06060000000000020202
00000000707010101")
370 DIM DIR(28,2),HGT(256),N$(3),RP
LY(25,3)
380 N$(1)="CADET" :: N$(2)="OFFICER"
" :: N$(3)="VETERAN"
390 RESTORE 410 :: FOR CELL2=1 TO 2
:: FOR CELL1=1 TO 24

```

Continued on p. 38

# Night Blockade



By Ants Reigo

161A Kenwood Ave.  
Toronto, Ontario Canada M6C 2S6

**M**an your battle stations. ENEMY ALERT! It is a nice quiet evening on board your battleship, until an enemy task force tries to break the blockade you've set up. To make things worse, it's night—so you can't even see the enemy. All you have to guide you is the beeping of your radar scope. Suddenly you open fire on the intruders, and with each explosion the night sky lights up, giving you a better idea of what you're up against.

*Night Blockade* was written in an effort to come up with a fast-action game—one in which the entire keyboard is read as rows and columns on the screen, so that aiming your cannon is as simple as pressing a single key.

## Playing the Game

When the menu screen appears, select the "NEW GAME" option. The screen will go black, and a small green radar scope will appear at the bottom of your screen. Enemy vessels show up on the radar scope, accompanied by a beep. Your objective is to direct the firing of your ship's cannons to destroy the enemy. To do this, press the space bar to put your cannons in firing mode. That mode will be confirmed by either "firing mode engages" (the 99/4A), or a magenta rectangle (the 99/4). Once in firing mode, you can press any key to fire a shot. Each shot fired will light up the screen, momentarily giving you the precise location of the ships. At first you are limited to six shots per round before having to reload. If enemy missiles strike your ship, they will knock out some of your guns and reduce the number of shots you can make without reloading. If you do not fire immediately after entering the firing mode, the computer will leave firing mode and return to radar scan.

The only way to win the game is to stay alive. There are, however, two ways to lose: If you let two ships get by you, or your fire power is reduced to zero, the game will end. A display shows you the number of ships you have sunk and your percentage of hits vs. misses, with the option of starting a new game.

If you wish to take a break in the middle of the game, press the ENTER key. It takes you back to the option page where you can resume play by selecting the CONTINUE option.

99'er

Note: If you have the 99/4, the letters in lines 2320, 2330, 2340 and 3340 should be changed to upper case.

EXPLANATION OF THE PROGRAM <i>Night Blockade</i>		
Line Nos.		
170-250	Sets appropriate keyboard flag for 99/4 and 99/4A.	950-1000
260-320	Displays instruction page while DATA statements are read and graphics characters defined.	1010-1020
330-350	Character definition data.	1030-1170
360-430	Sets of screen coordinates for row and column arrays.	1180-1220
440	Radar scope correlates for target positions.	1230-1260
450	Initial values for new game.	1270-1510
460-570	Array reading and character definition.	1530-1810
580-600	Colors for graphics set.	
610-660	Displays menu and branches to selection.	
670-690	Additional coordinates for ENTER on 99/4A and ENTER and period on 99/4.	1820-2110
700-720	Initialization for new game.	2120-2200
730	Turns Firing Mode Indicator off.	2210-2250
740	Sets up screen.	2260-2390
750-1220	Main loop.	2400-2590
760-800	Keeps track of shots, resets shot counter and checks for end of game.	
810	Branches randomly to immediate missile launch.	2600-2750
820	Conditions for immediate missile launch.	2760-2910
830	Ship positions are incremented.	2920-3050
840	Conditions for delayed missile launch.	3060-3110
850-910	Branches randomly to missile launch by first or second ship or bypass of missile launch.	3120-3430
	Line 880 registers player reaction.	
920	Draws scope.	3440-3910
930	Displays ships and blips.	
940	Produces radar scan.	

Listing begins on p. 39

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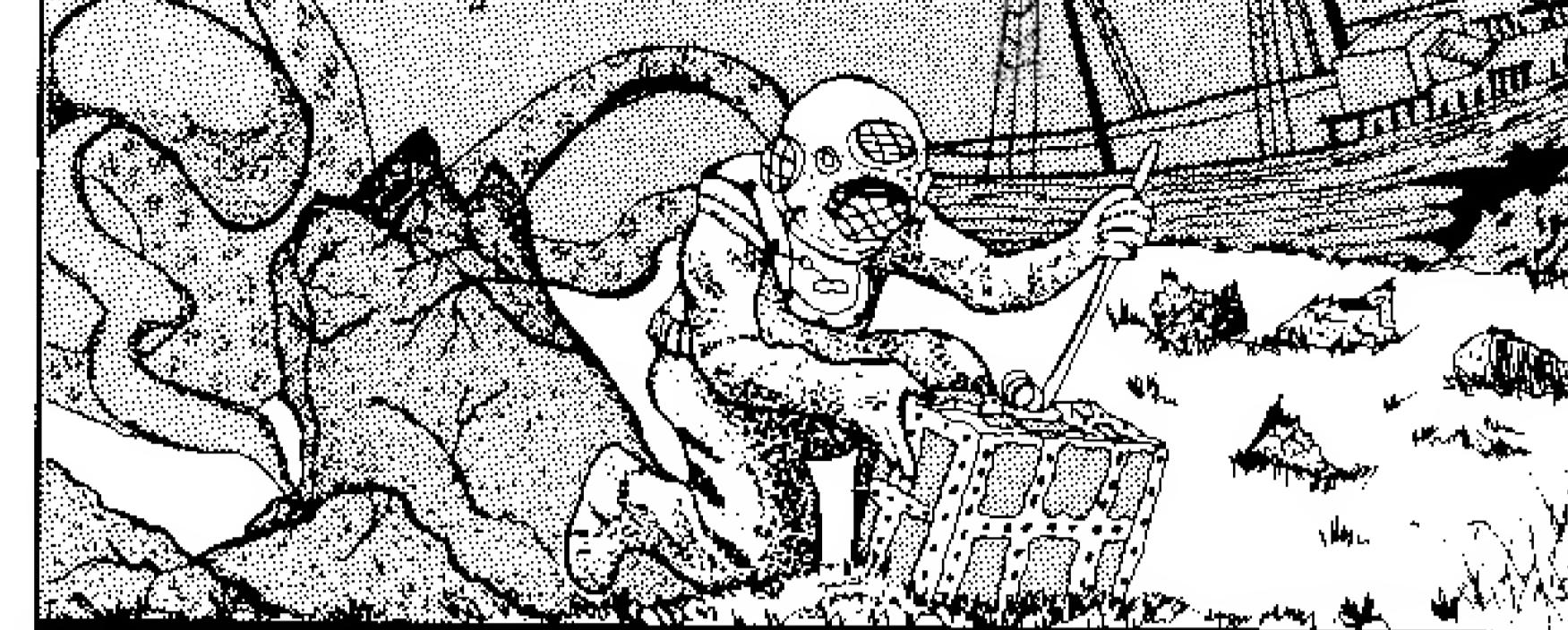
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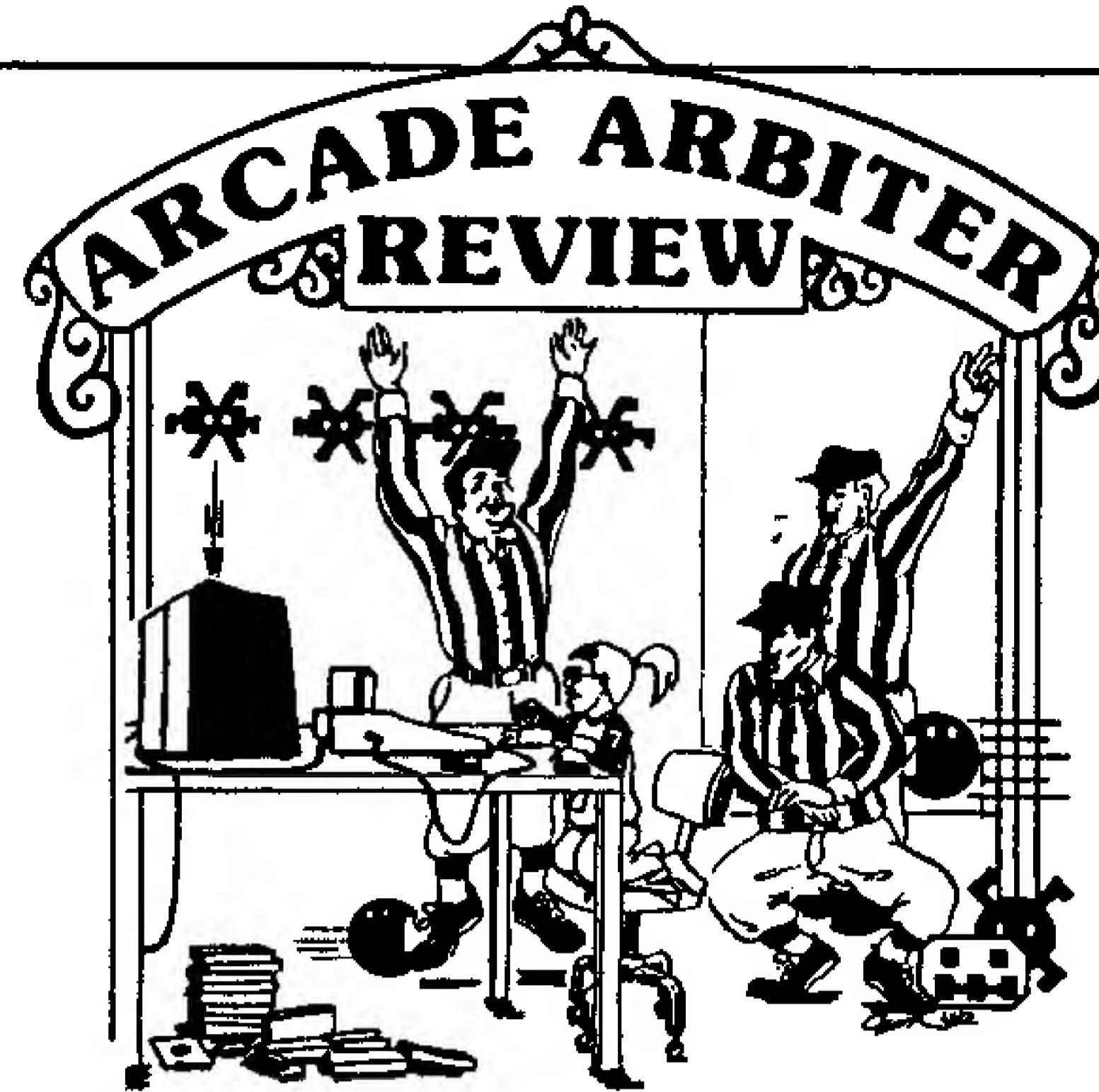
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**W**hy did the chicken cross the road? Most computer games give you the stock reply: "to get to the other side." But the new *Chicken* game program from Tomputer Software has a much more sensible answer: "... to eat all the chicken feed lying on the highway."

This game is superior to the other "chicken crossing the road" games I've seen. Not only are there good graphics and speed, but you can also move the chicken in eight directions—not just up and down. Pushing the fire button on the joystick will make the chicken quickly jump out of the way of a speeding car or motorcycle.

But what makes this game different is that it combines the standard "chicken" game with some elements of *Pac-man/Munchman*: You are trying to avoid the traffic along this multi-lane highway while at the same time trying to gobble up 10 pieces of corn so you'll progress to the next level of difficulty. Each new level gives you the chance of accumulating more points, but you'll also be facing a greater number of vehicles. And since there are 12 pieces of corn scattered around at each level, you'll have to use some strategy in deciding which



## The Chicken

Reviewed By Steve Schwartz  
Games Review Editor

**Author:** Tom Perkowitz  
**Program Type:** Arcade "Chicken Crossing the Road"  
**Language:** Extended BASIC  
**Distributor:** Tomputer Software  
1550 Montgomery Drive  
Deerfield, IL 60015  
**Price:** \$7.96 cassette

ones you can safely eat without being run over.

You start the game with three chickens. At first, the road is very easy to cross. By the time you reach the third level, the highway is bustling with traffic. Make the right moves and you'll be rewarded with bonus

chickens—move too slow and your goose is cooked!

*Chicken* from Tomputer Software is definitely a game where it pays to eat and run. And \$7.96 is "chickenfeed" for a game of this caliber.



## FROGGY

Reviewed By Steve Schwartz  
Games Review Editor

**Author:** A. Green and J. Couto  
**Program type:** Arcade Frog Jump  
**Language:** Extended BASIC  
**Distributor:** Extended Software Company  
11987 Cedar Creek Drive  
Cincinnati, OH 45240  
**Price:** \$9.95, cassette or disk

**H**ome computer games don't have to be exact copies of arcade games to be good. A fitting example is *Froggy*, a new program patterned after the very popular *Frogger* arcade game—but with a challenge quite different from the quarter-eating original.

You start with five of the little beasts, one of which is ready to start jumping from the bottom of the screen across a multi-lane highway bustling with traffic. With either keyboard or joystick, this phase of the game is a snap. Score 5 points for each successful forward (upward) hop.

It gets tougher at the top half of the screen. Here you have to jump your pet from one moving log to the next—six of them altogether—until you get all the way to the top of the screen. Score 50 points for each successful jump and rack up a bonus of 100 points for making it all the way.

If you are talented enough to get all five of your frogs across (a truly amphibious landing) you'll be rewarded with another five frogs—something I've been able to accomplish only once. Since the logs are moving at different speeds and in different directions, it takes steady nerves

and precise timing to jump at just the right time. If you miss the log, the little fly-breath will jump into the river and swim away. A hit from a car and your frog will croak. (Sorry, but I couldn't resist it). Either way, you lose!

Unlike the arcade original, you can stay on a log as it wraps around the screen, making it a bit easier to play, but in *Froggy* there's only one log per row. As I said earlier, the challenge is different from *Frogger*.

This is a colorful and action-packed game, sure to delight young and old, and it has lasting play value. The action would be faster with a few more cold-blooded cars in each lane—perhaps more sound effects such as honking horns—but I'm satisfied with *Froggy*, and am eager to see what Extended Software Company will do with my other arcade favorites.



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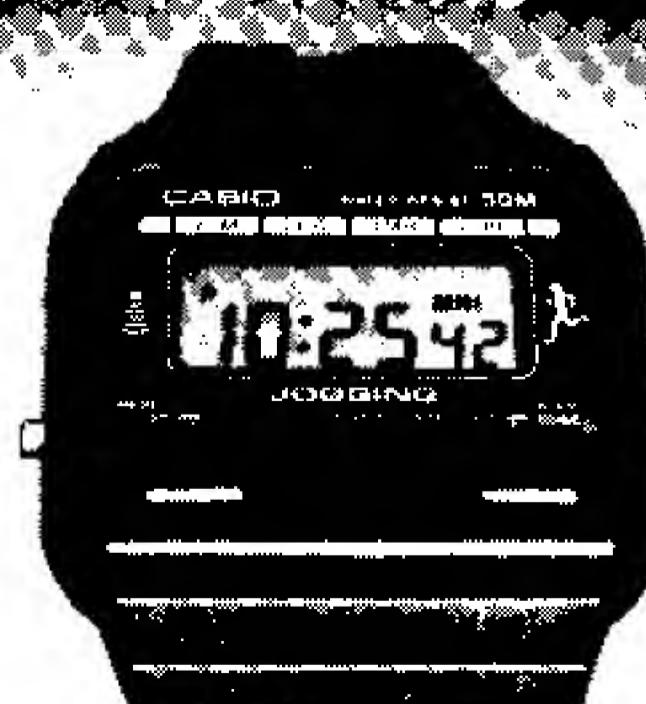
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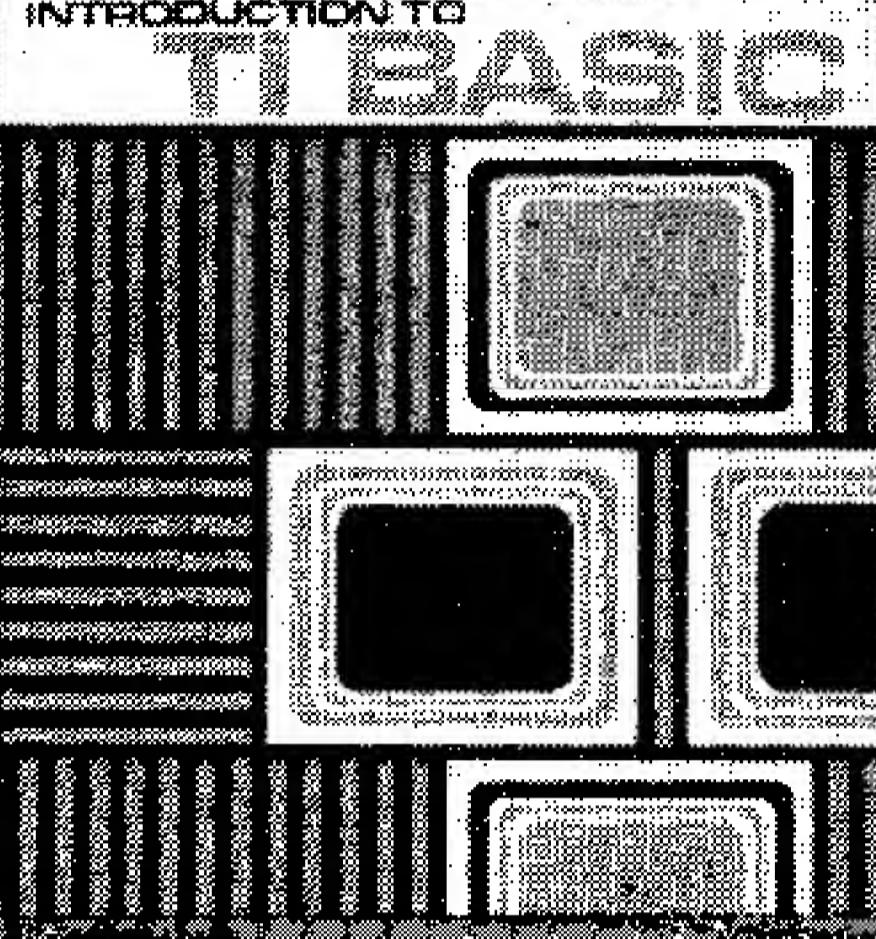
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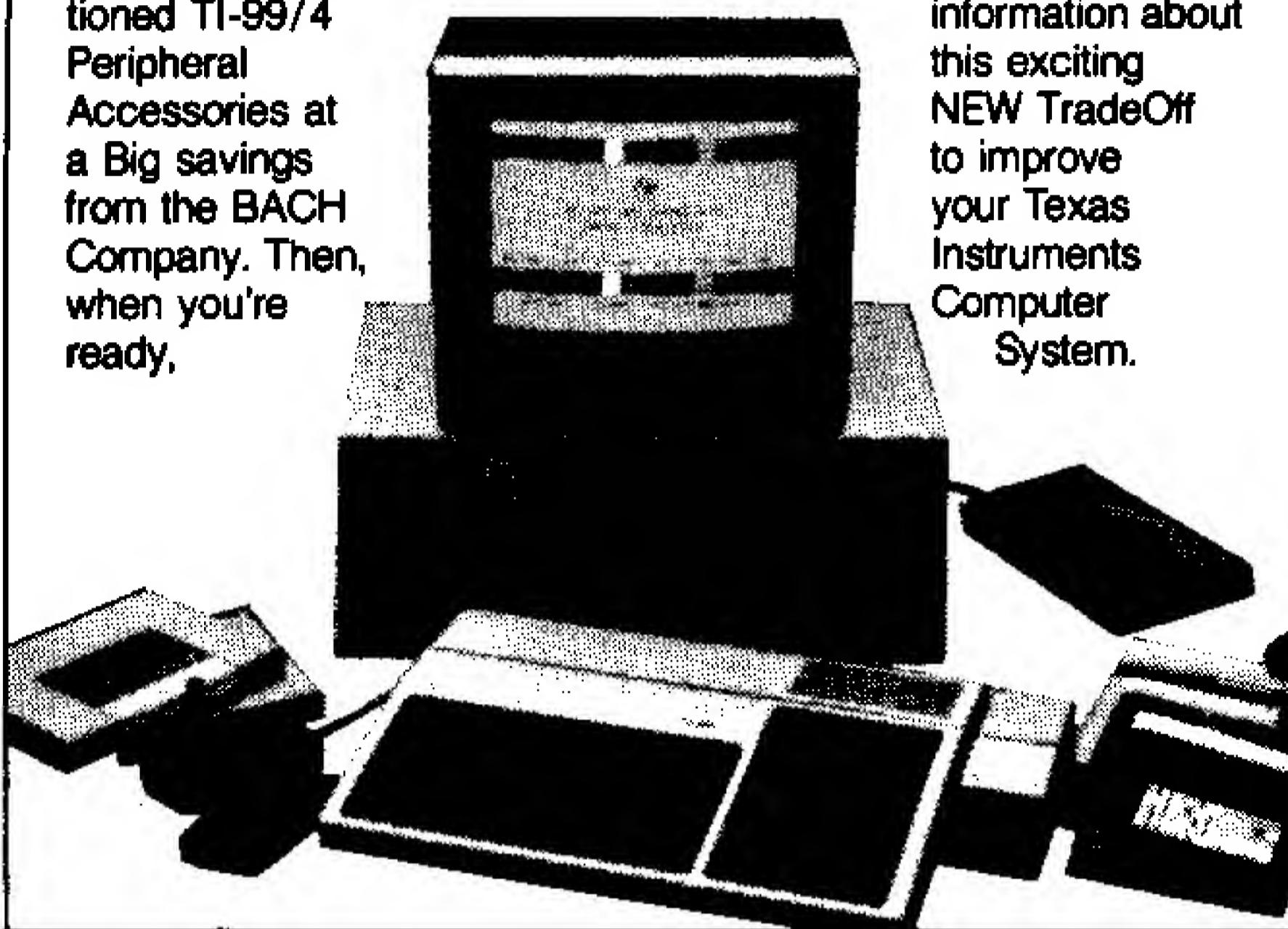
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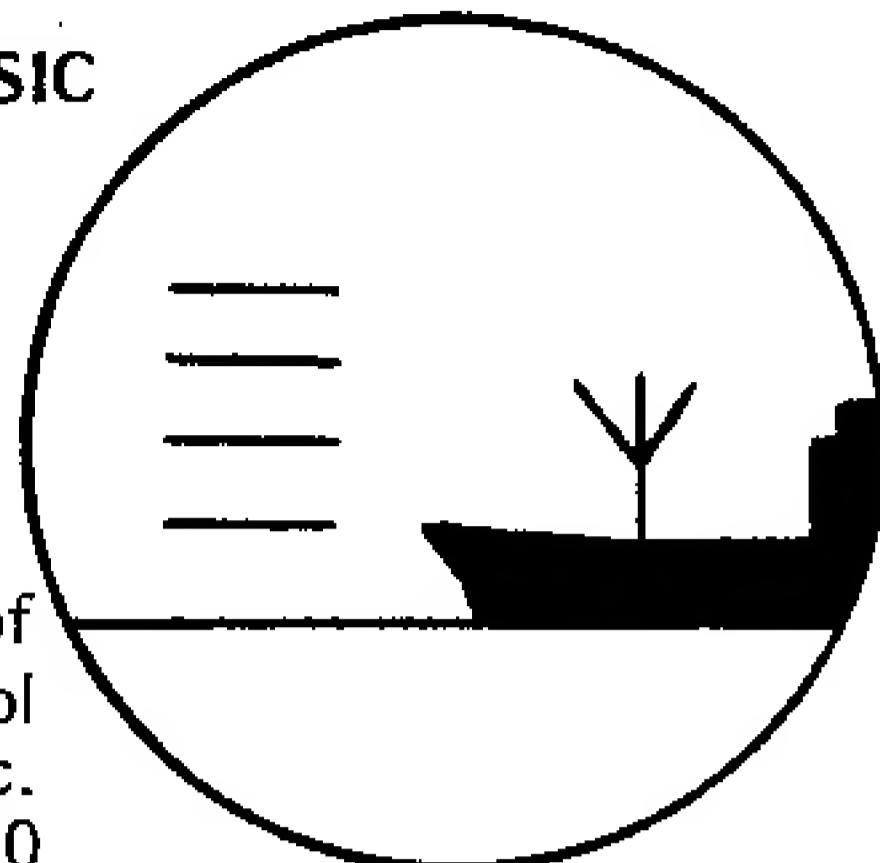
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### TITAN...from p.30

```
400 READ CELL :: DIR(CELL1,CELL2)=C
ELL :: NEXT CELL1 :: NEXT CELL2
410 DATA -3,-3,-3,-3,-2,-1,0,1,2,3,
3,3,3,3,3,2,1,0,-1,-2,-3,-3,-
3
420 DATA 0,1,2,3,3,3,3,3,3,3,2,1,0,
-1,-2,-3,-3,-3,-3,-3,-3,-2,-
1
430 CALL DELSPRITE(ALL)
440 IF RAM$="N" THEN 460
450 CALL INIT :: CALL LOAD(-31878,1
)
460 GOSUB 810
470 GOSUB 1050
480 GOSUB 1500
490 REM MAIN CONTROL LOOP
500 CALL KEY(1,A,B):: CALL JOYST(1,
C,D)
510 CALL POSITION(#1,Y,X)
520 IF X+4>256 THEN 660
530 IF Y+8>HGT(X+4)+2 AND Y<192 THE
N 1660
540 IF A=2 OR C=-4 THEN PNT=PNT-1
550 IF A=3 OR C=4 THEN PNT=PNT+1
560 IF PNT=25 THEN PNT=1 ELSE IF PN
T=0 THEN PNT=24
570 CALL PATTERN(#1,95+PNT)
580 IF RDO=1 THEN 620
590 DISPLAY AT(23,7)SIZE(4):INT(XV)
600 DISPLAY AT(23,21)SIZE(4):INT(-Y
V)
610 DISPLAY AT(24,20):FUEL
620 CALL POSITION(#1,Y,X)
630 RPLY(PST,1)=Y :: RPLY(PST,2)=X
:: RPLY(PST,3)=PNT+95 :: IF PST
=25 THEN PST=1 ELSE PST=PST+1
640 IF X+4>256 THEN 660
650 IF Y+8>HGT(X+4)+2 AND Y<192 THE
N 1660
660 YV=YV+1+1.5*((1/(4-DIF))/2)
670 CALL KEY(1,A,B):: IF A=13 OR A=
18 THEN 680 ELSE 750
680 IF FUEL=0 THEN DISPLAY AT(22,1
):
" FUEL SUPPLY IS GONE" :: GOTO
750
690 XV=XV+DIR(PNT,2)
700 YV=YV+DIR(PNT,1)
710 FUEL=FUEL-1
720 IF FUEL=10 THEN DISPLAY AT(22,1
):
" FUEL RUNNING LOW" :: CALL BE
EP
730 IF FUEL=20 THEN DISPLAY AT(22,1
):
" WATCH YOUR FUEL SUPPLY" :: C
ALL BEEP
740 CALL SOUND(-800,125,28,-7,15)
750 IF ABS(XV)>254 OR ABS(YV)>254 T
HEN 780
760 CALL MOTION(#1,YV/(2-DIF*.25),X
V/(2-DIF*.25))
770 GOTO 500
```

Continued on p. 62

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### BLOCKADE...from p.31

```

100 REM ****
110 REM * NIGHT BLOCKADE *
120 REM ****
130 REM BY ANTS REIGO
140 REM 99'ER VERSION 2.4.1
150 REM
160 REM
170 CALL CLEAR
180 PRINT "IS THIS RUNNING ON ":" ;"
190 CALL KEY(0,K,S)
200 IF S=0 THEN 190
210 IF (K<49)+(K>50)THEN 190
220 IF K=49 THEN 250
230 KBD=0
240 GOTO 270
250 KBD=5
260 REM ***SCREEN FILL
270 CALL CLEAR
280 DIS=1
290 GOSUB 2830
300 DIS=0
310 TOTSHT=0
320 DIM GRF(14),GRF$(14),SCP(32),R(159),CL(159)
330 DATA 136,2996593EFF185492,63,08
01AA0400558201,33,0000COFCFB,34
,04063FFFFF,35,04063FFFFF,36,04
063FFFFF,37
340 DATA 04063FFFFF,38,000000FF7F,3
9,0000000F07,40,0000000301,41,0
0000001
350 DATA 159,0,158,0000007E7E,42,FF
FFFFFFFFFFFF
360 DATA 3,7,3,31,3,11,3,13,3,15,3,
19,3,30,3,23,3,25,3,21,3,27,11,
26,5,26,11,29,5,27,3,26,3,8
370 DATA 3,10,3,12,3,14,3,16,3,18,3
,20,3,22,3,24,8,25,8,26,11,25,3
,28,11,28,3,29,3,9,8,7,11,16
380 DATA 11,10,8,11,5,10,8,13,8,15,
8,17,5,20,8,19,8,21,8,23,11,22,
11,19,5,22,5,24,5,6,5,12
390 DATA 8,9,5,14,5,18,11,13,5,8,11
,7,5,16,11,4,3,5,11,3,3,6,3,17,
3,28,11,31,8,8,11,17,11,11
400 DATA 8,12,5,11,8,14,8,16,8,18,5
,21,8,20,8,22,8,24,11,23,11,20,
5,23,5,25,5,7,5,13,8,10
410 DATA 5,15,5,19,11,14,5,9,11,8,5
,17,11,5,8,15,8,9,8,17,5,4,3,8,
11,27,8,3,11,18,11,12,8,5,5
420 DATA 5,8,6,8,7,8,27,5,28,8,28,8
,29,8,30,11,24,11,21,5,29,5,30,
5,3,5,6,8,4,5,7,5,27,11,15
430 DATA 5,4,11,9,5,8,11,6,11,30,8,
31,3,29,3,23,3,25
440 DATA 12,12,13,13,14,14,15,15,15
,16,16,16,17,17,17,18,18,19,19,
19,20,20,21,21

```

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Continued on p. 59

# Twenty Questions

*with the*

## Voice of Parsec

### An Interview with Aubrée Anderson

**HCM** It was your voice that was used as the model for the speech synthesis on the Parsec space game. How were you picked to do the recording?

**AA** Well, actually a friend of mine was supposed to be doing the game; that was Bob Hendren. We just met each other at the first of the week. We got to talking and he mentioned that I had a nice smooth voice. A lot of girls have a pretty high voice, but mine was fairly low, and he asked if I would be interested; that was about it.

**HCM** Did they tell you why they were looking for a female voice?

**AA** It was supposed to sound more like a computer, loosely based on the idea that on *Star Trek* there's always a female voice, and they thought that maybe people would relate to it better.

**HCM** What about the characteristics of your voice? Why was your voice chosen for modeling the synthesis?

**AA** I don't understand all of it, but the computer has to have a voice within a certain range so that it can pick it up and then reproduce it later. The other girl's voice, for some reason, wasn't being picked up.

**HCM** Is it more difficult to digitize, to reproduce electronically, a female voice than a male voice?

**AA** Yes, although I didn't have any problems.

**HCM** I've heard your voice referred to as one that's "very trainable." Does that mean it's right for the synthesis process?

**AA** I think they meant that whenever my voice is played back to me through the computer, I can hear if there's anything wrong (like my tendency to pronounce "s" as "th"). Then I can try to shape my mouth differently or move the throat differently. That's what they meant by trainable—I learn really quickly what's wrong.

**HCM** Let's get into the recording process. What was it like?

**AA** Well there's a booth, and you just sit down in a chair and speak

into a microphone. They do all kinds of things; you should see the computer. They check the sound levels and try to get any distortion out, and then I just start reading words off the monitor right in front of me.

**HCM** Do you wear any headphones and do you hear yourself as you speak?

**AA** No, I just speak into the microphone, and they play it back and let me hear. Then I fix whatever is wrong the second time through.

**HCM** How long does one of these sessions last?

**AA** Well, it just depends. The first time, it didn't take too long, about 45 minutes. The second time it took longer—over an hour, I think. After that they got pretty quick. It

ing to take emotion out of the voice?

**AA** It depends on what the computer programmer asks for. If he wants to be very nasty or chiding, then I'll try to make it that way. And if they want it to be pretty monotone like a computer, then I'll try to do that.

**HCM** Did you record just for Parsec, or did you record a whole list or storehouse of words that could be used in many different contexts?

**AA** I just recorded for Parsec, but of course they keep everything on file so they can use it later.

**HCM** About how many words or phrases did you actually record for Parsec?

**AA** I'm not really sure—about a page. There were very few long

**HCM** Have you lived in Texas a long time? Obviously you don't have a southern accent.

**AA** I was born in North Carolina, but I left there when I was quite young and I've really been living in Texas ever since I was three. The reason I don't have an obvious southern accent is because my father was born and raised in California, and my mother was born and raised in Hawaii.

**HCM** How do you feel about computer games?

**AA** They're fun; I've always liked them. I've been playing them ever since I can remember. My father worked at Texas Tech; he had a few games on the computer there, and I used to play with them.

**HCM** Have you had a chance to play Parsec at all?

**AA** Yes, as a matter of fact I have. I only played it once. I didn't do very well; I didn't even make it to the refueling tunnel.

**HCM** How did it feel to hear your own voice in the game?

**AA** Well, it didn't sound so much like me.

**HCM** Are you a science fiction buff? Do you enjoy the movies or the books?

**AA** I am. I liked *The Empire Strikes Back* and also the *Star Trek* film, the first one.

**HCM** Now that you are the voice of Parsec, do you identify at all with the female computer voice of the Enterprise on *Star Trek*?

**AA** Well no, there's really almost a million variations. As I remember, on the second movie they even used a male voice.

**HCM** How do you feel about the fact that soon there may be hundreds of thousands of people who will hear your voice in their own living rooms?

**AA** I don't know, it's kind of neutral. Maybe if I walked into a house and heard somebody playing it, I'd say "Hey, that's neat."



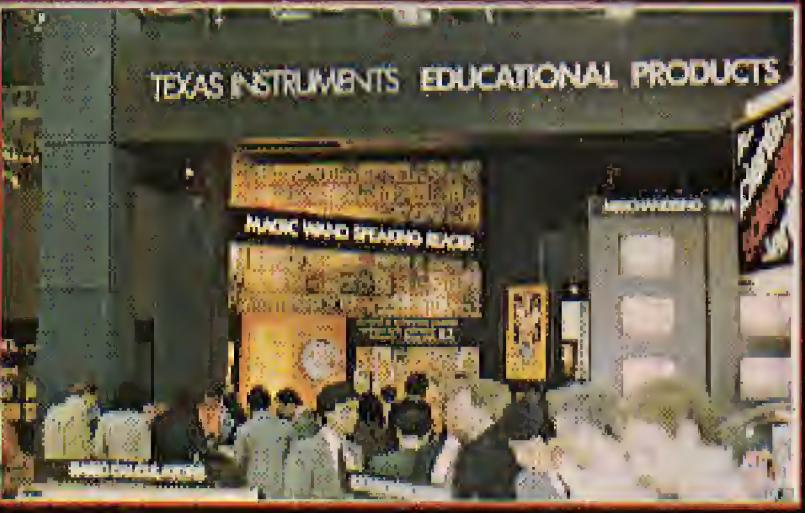
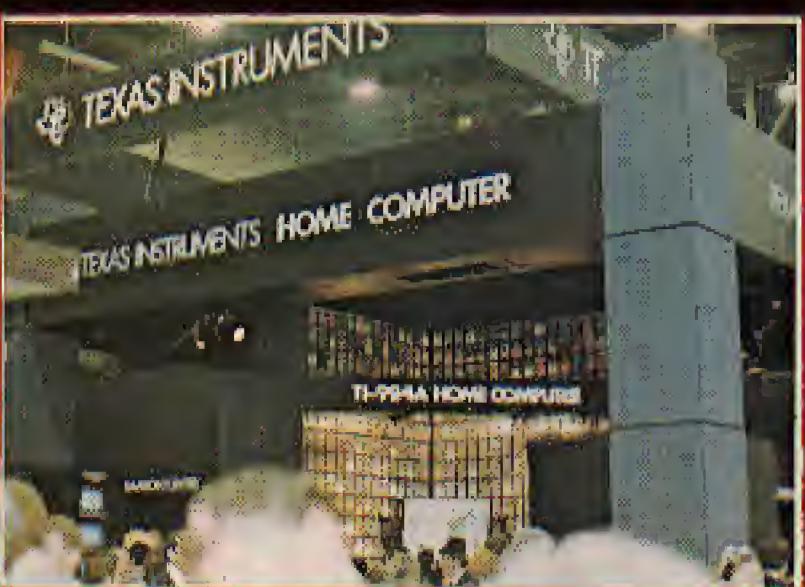
took about two hours to record all the speech for Parsec.

**HCM** Do you have to do things over and over again to get it right for the computer?

**AA** Yes, you have to enunciate, especially the consonants. You have to pronounce them strongly, otherwise they don't pick up and you lose k's and t's and s's. I usually go through it once, just to hear what's wrong and then start trying to do it right after that. It takes a while; I used to do three or four tapes.

**HCM** When you record, do you put any emotion into it, or are you try-





# Texas Instruments



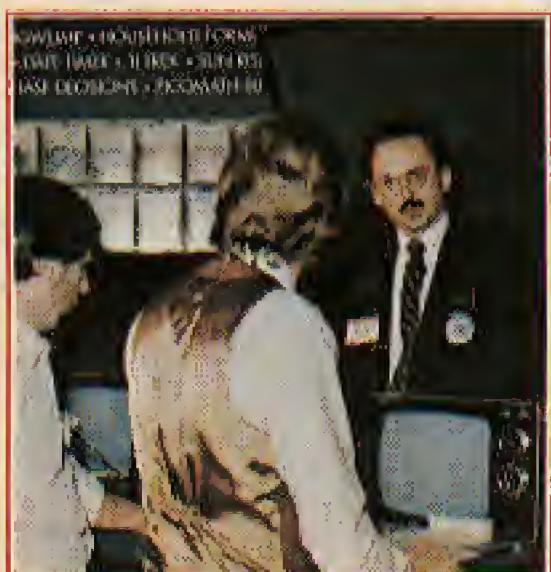
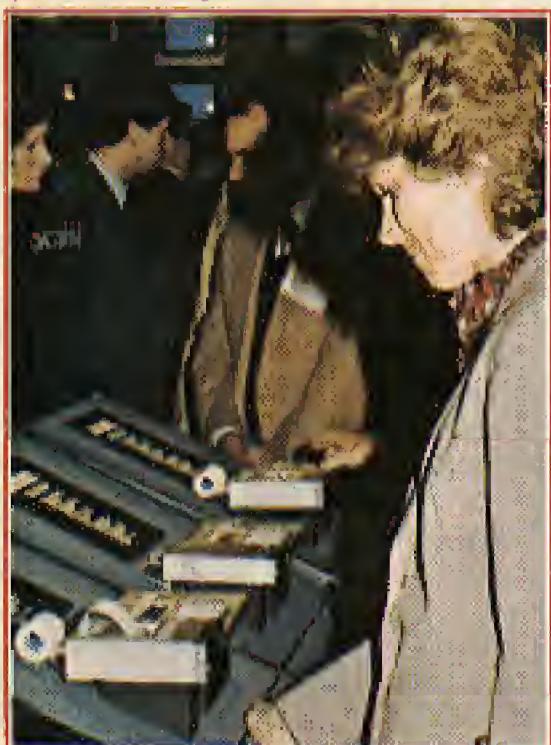
at the Winter  
Consumer Electronics Show  
January 6 - 9, 1983

Residents of Las Vegas have seen it all—the high rollers, the down-on-their-luck losers, the hype, and the scams. But the most exciting game in town this past January was *not* at the green-felt baccarat tables of the Sahara, the whirling roulette wheels at Caesar's Palace, or the bawdy, smoke-filled atmosphere of the infamous Palamino Club...

It was at the Las Vegas Convention Center where the *real* action took place: Over 80,000 eager spectators gathered in this mammoth arena during the week of January 6-9 to witness the clash of the consumer electronics titans. Here, at the Winter Consumer Electronics Show, one Titan clearly emerged victorious in the relentless battle for dominance in the home computer marketplace—receiving accolade upon accolade from the much-impressed crowd...

Rising from the convention floor's Aisle 700 was the jet-black, solid-state citadel of Texas Instruments—a magnificent structure over two stories high—a structure that had to be transported to the show on no less than six huge 18-wheelers.

Showgoers couldn't help but be attracted to the gigantic, ebony exhibit with its multi-colored, phosphorescent product displays and quadraphonic, 12-voice, TI-99/4A-driven music synthesizer projecting the theme from *Chariots of Fire*. And once there, they were treated to some astounding advances in consumer electronics technology...



At the show, we actually used the TI-99/4A and Personal Record Keeping Command Cartridge with the Wafertape drive.

Although the TI-99/4A Home Computer did not have a whole new line of peripherals introduced expressly for it, the announcement of a particular peripheral from the Milton Bradley Company astonished the trade and press alike. The Milton Bradley *Expander* is one revolutionary product that actually "speaks (and listens) for itself." This plug-in (via the joystick port) peripheral will, for the first time, make voice recognition available and affordable on a popular home computer—the TI-99/4A. The unit comes with a 64-position membrane keypad with overlays for various software Command Cartridges that Milton Bradley will be producing for Texas Instruments.

Included in the package (with a tentative retail price in the \$75—\$100 range!) are a headset microphone for the voice command function, as well as a precision, 3-axis analog joystick. This new peripheral also contains an additional connector for the second joystick, an expansion port for future add-on devices, and both speech synthesis and recognition via the 2-way "Magic Recognizer Chip."

#### Voice Command Steals Home

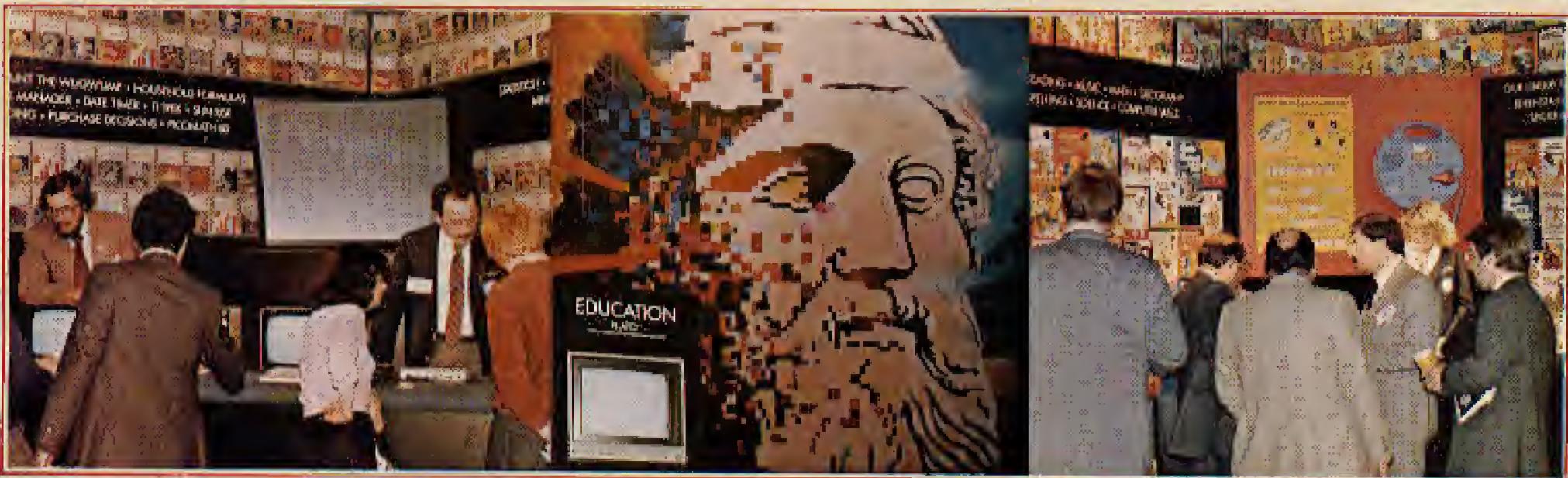
Although the TI exhibit contained Milton Bradley's *Expander* peripherals and had the 10 new Milton Bradley game cartridges up and running, it wasn't until we went to Milton Bradley's own exhibit across the aisle that we were able to actually witness human voice recognition in an interactive game. After "training" (repeating into the microphone twice) the *Expander* to recognize each player's pronunciation of the nine

baseball team positions, the player whose team is in the field can throw the baseball around the screen simply by voice commands. Both players simultaneously use the keypad and joystick to manipulate the pitching and hitting. Imagine shouting, "Right," and seeing your rightfielder chase after the ball; then on your verbal command of "Second," having him fire the ball into second base . . .

The Milton Bradley *Expander* and software cartridges are to be distributed exclusively by Texas Instruments. The ten initial game cartridges are: *Championship Baseball*, *Bigfoot*, *Sewermania*, *Honey Hunt*, *Soundtrack Trolley*, *Bug Hunt*, *Superfly*, *Meteor Belt*, *Space Bandit*, and *Terry Turtle's Adventure*. Of these ten, we felt that *Championship Baseball* and *Bigfoot* (a "climbing-and-obstacle-avoiding game" à la *Donkey Kong*) had the potential to become real video game hits.

#### A Spreadsheet Dragon Mix

We finally got to see the *Othello*™ (CBS Toys) and *Alpiner* game cartridges (suggested retail price of \$39.95); the *TI-COUNT* business software (with each of the six accounting, inventory, or mail list packages at \$99.95); Microsoft's *Multiplan*™ consisting of a cartridge, disk, and 326-page manual in 3-ring binder for \$99.95; and six new educational cartridges from DLM Academics (*Alligator Mix*, *Alien Addition*, *Minus Mission*, *Meteor Multiplication*, *Demolition Division*, and *Dragon Mix*). Texas Instruments also announced first-quarter availability of four Miliken packages (*Number Readiness*, *Laws of Arithmetic*, *Equations*, and *Measurement Formulas*), and two new Scott Foresman packages (*Numeration I* and *II*). During the second quarter of 1983,



TI will add Addison-Wesley's *Computer Math Games* (I, III, IV) to the previously announced *Math Games* II and VI.

### From Plato to the Stars

The PLATO educational software was finally demonstrated at the show. TI color monitors treated showgoers to a preview of the initial package, a Basic Skills survey (at a suggested retail price of \$49.95) that allows parents and teachers to help select appropriate courseware for individual needs and skill levels. [For a discussion of PLATO, see *99'er Magazine*, January 1983—Ed.]

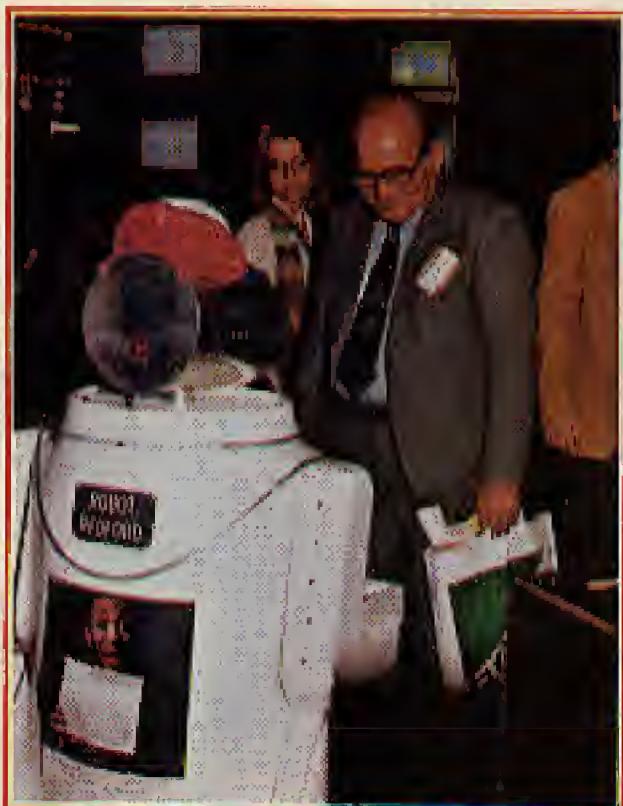
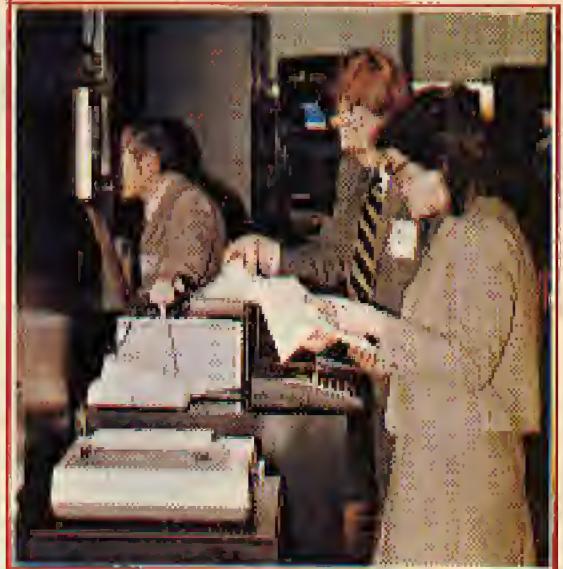
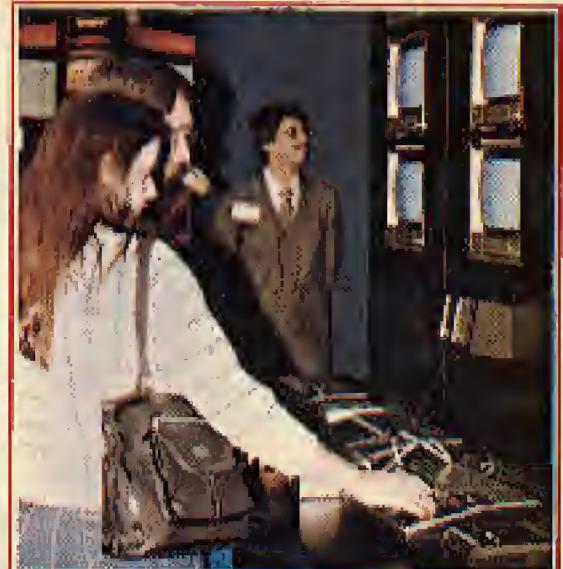
TI also introduced (under license with Westinghouse Learning Corporation) a new software package for people who want to learn conversational Spanish. This package, *Key to Spanish*, consists of a 3-ring binder containing 4 Command Cartridges for the TI-99/4A, 4 audio cassettes; and an instruction manual. The audio cassettes are controlled by the cartridges, helping beginners to pronounce Spanish in conjunction with the lesson plans. The suggested retail price of the package is \$149.95.

We also saw a new peripheral that will prove useful with the above language cassettes, as well as with program and data files (both user-written and commercial products). The TI Program Recorder with suggested retail price of \$69.95 is optimized for use with the TI-99/4A and TI-99/2 computers. The recorder has color-coded input jacks and a digital tape counter, among other features. It comes with a computer interface cable for the TI-99/4A. (The TI-99/2 comes with its own interface cable.)

Although announced in the show's product literature, the two entertainment software packages that probably would have been the most interesting weren't ready in time for exhibition. We'll just have to wait a little longer to see if our friend, *ET*, actually goes home, or if the *Battlestar Galactica* ever finds Earth.

Watch for more detailed coverage of all of the new TI products starting with the March issue.

99'er





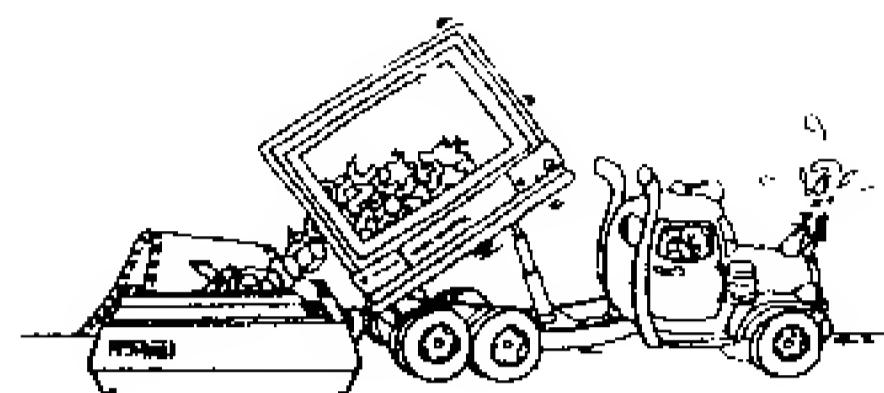
# DeBUGS ON DiSPLAY

99'er Program Bug

**LISTING #1 (SEGMENTED)**  
**SCREEN DUMP PROGRAM FOR MINI-MEMORY**  
**BY PATRICIA SWIFT 99'ER VERSION 2.1.2**

ADDR	LABEL	OPCODE	OPERANDS	COMMENTS
7D14		MOV B	@>9802, @S1	GET MSB OF GROM ADDR INTO S1
		SWPB	@S1	
		MOV B	@>9802, @S1	GET LSB OF GROM ADDR
		SWPB	@S1	
		DEC	@S1	CORRECT FOR AUTO-INCREMENT
		LI	0, >1D00	
		LI	1, PD	
		LI	2, 36	
		BLWP	@>6028	WRITE PAB TO VDF RAM
		LI	6, >1D09	
		MOV	6, @>8356	POINT TO DEVICE NAME LENGTH
		BLWP	@>6038	DSRLNK TO OPEN PRINTER
		DATA	8	
		LI	10, >0400	<<** changed instruction **>>
		MOV	10, @>7DEA	<<** changed instruction **>> <<** deleted instruction **>>
7D52		LI	0, >1D00	
.		.	.	
.		.	.	
.		.	.	
7D02	L1	INC	3	POINT TO NEXT INPUT BYTE
		SRA	6, 1	/2
		JGT	L2	DO NEXT BYTE, IF MORE
		SWPB	4	PUT OUTPUT BYTE IN MSB OF R4
		MOV B	4, @D0(8)	STORE AT D0
		INC	8	POINT TO NEXT BYTE OF D0
		SRA	5, 1	/2
		JGT	L3	CONSTRUCT NEXT OUTPUT BYTE
		LI	0, >1D05	
		LI	1, >0000	<<** changed instruction **>>
		BLWP	@>6024	PUT LENGTH OF 4 IN PAB
		LI	0, >1E00	
		LI	1, E1	
		LI	2, 4	
		BLWP	@>6028	PUT ESC K SEQ. IN DATA BUFF
		LI	6, >1D09	
		MOV	6, @>8356	POINT TO DEVICE NAME LENGTH
		BLWP	@>6038	DSRLNK TO WRITE ESC K SEQ.
		DATA	8	
		LI	10, >0000	<<** changed instruction **>>
		MOV	10, @>7DEA	<<** changed instruction **>> <<** deleted instruction **>>
		LI	0, >1D05	
		LI	1, >0B00	
.		.	.	
.		.	.	
.		.	.	
7E78		LI	10, >0400	<<** changed instruction **>>
		MOV	10, @>7DEA	<<** changed instruction **>> <<** deleted instruction **>>
7EB2	L4	JMP	L0	DO NEXT SCREEN CHARACTER
		LI	0, >1D00	COME HERE WHEN FINISHED DUMP
.		.	.	
.		.	.	
.		.	.	
7ED2	PD	DATA	>0012, >1E00, >FF00, >0000, >001A	PAB DEFINITION
*		TEXT	"RS232.PA=0.DA=8.BA=9600.CR" <<change*>>	DEVICE NAME
*		DATA	>0D0A	CR LF
7EF6	CR	DATA	>1B4B, >FF00	<<** changed line **>>
7EF8	E1	DATA	>ESC	ESC K GRAPHICS SEQUENCE
*		BSS	2	SAVE AREA
7EFC	S1	DATA	>0D1B, >4108	CR AND ESC A VERT SPACING
7FEF	E2	END		
*				
7F02				

## A Screen Dump Utility



After working with **Super Language: A Screen Dump Utility—Part 2** in the November 1982 issue, we came up with an improvement that we just had to pass along. The changes shown here, in the segments of **Listing #1** from that November article, cause the screen dump program to write one full screen line at a time to the printer. This really speeds up the dump and reduces the printer-head motion.

The original DEBUGs for Screen Dump which appeared in the December 1982 issue on page 40 should be ignored. The File Descriptor should be:

RS232.PA=0.DA=8.BA=9600

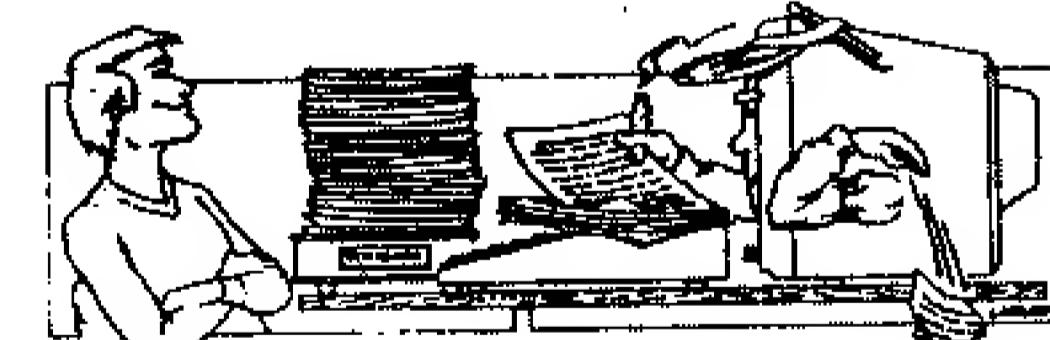
That part of the Screen Dump corrections having to do with an error on page 24 of the November issue (column 2 under **Mini-Memory Considerations** Step 5) should read as follows:

5. Put the entry point for DUMP into the DEF/REF table by entering the following lines:

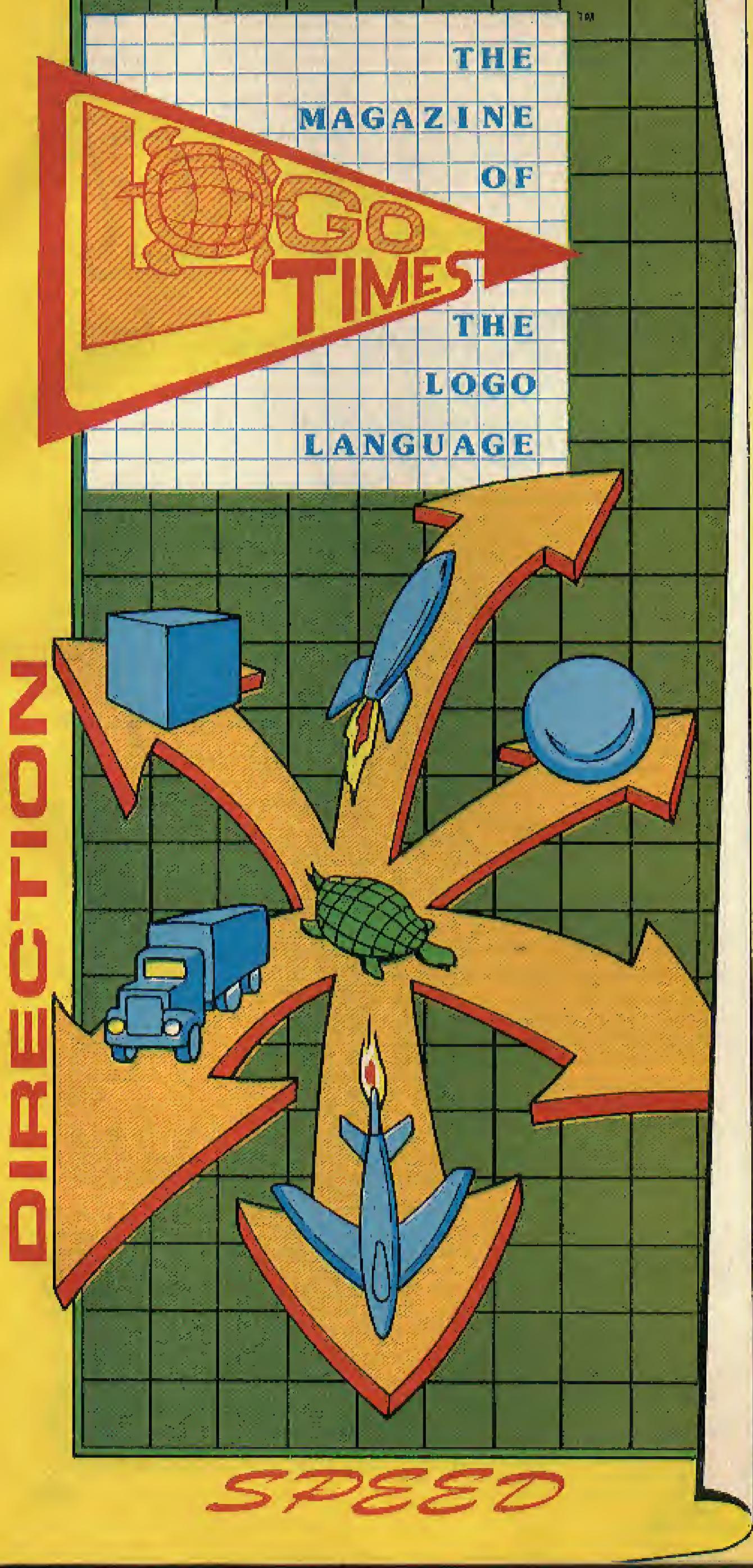
```
AORG >7FE8(CR)
TEXT 'DUMP' (CR)
DATA >7D14(CR)
```

Note: There are 2 spaces required following the word DUMP in the above TEXT directive for a total of 6 characters within the apostrophes.

## Tex-Scribe



A DEBUG in the **Tex-Scribe** article occurred on page 16 of the December 1982 issue. Regarding **Table 2 "TI-99/4 Impact Printer Mode Commands,"** it was brought to our attention that the TI printer does not have an *Italics* mode... We designed that table using an *Epson MX-80 with Grafix option* and mislabeled it... If you have the TI-99/4 Impact Printer, refer to your owner's manual for the available mode commands.



# Vectors in LOGO: of Stars and Sprites

By Richard Bies

217 Park Entrance Dr., Pittsburgh, PA 15228

**V**ectors. Somewhere along the line toward an education—and certainly in the study of physics—the student encounters a mathematical concept called the vector. A vector is a quantity specified by magnitude and direction—as opposed to a quantity without direction, usually called scalar. An example of a vector is velocity (as the term is used in physics) which quantifies both speed and direction.

People analyze vectors intuitively while driving cars, hunting, or in other sports—but few apply mathematical solutions. For instance, when driving a car, you intuitively reduce speed as you change direction. The amount of speed reduction will depend on the amount of change in direction.

Our schools usually teach physics with the scalar approach until the second year of college, by which time the student may see vectors as strange and somewhat unworthy of belief. Nevertheless, vector analysis is the gateway to much of modern technology.

Within the traditional framework, schools were not necessarily remiss in postponing vector concepts. Most students would never have a need for formal vector analysis, which used to require trigonometry and/or pythagorean calculation.

Why are vectors so important? Simply, they are intrinsic to modern technology. They're what space travel is all about—the cornerstone of future developments.

## Back to Basics?

We are at a profound turning point in human history. Our present explosion of electronically-processed information will have an impact comparable to that of the printing press in the Renaissance.

Unfortunately our capacity to meet technology's challenge is being threatened by a movement in education known as "back-to-basics." This movement, reduced to practice, defines the ideal of education as whatever was done thirty or more years ago. It seems both fitting and ironic that these educators, who are concerned with literacy but limited in vision, have chosen as their battle-cry the old illiterate alliteration, "Readin', Ritin', and Rithmetic."

As computers take over more and more tasks in the workplace, we frequently hear the quip, "You can be replaced by a machine." It is the responsibility of the educational system to prepare students so they can work *within* this new technological environment. But if the back-to-basics bunch gets its way and only basic arithmetic is taught, our students will have already been replaced by machines! It is absurd to suggest that a "mathophobic"



## Introduction

**LOGO Times** is an information resource for anyone interested in participating in the creation of their own personal language—one that will easily allow them to communicate with a computer in a totally new audiovisual realm of applied imagination, exploration, and self-discovery. The articles on these pages concern the use of the new TI LOGO language, but readers do not need any additional software or equipment (or even a computer) to understand and learn from the material presented here.

If readers want to actually experience a TI LOGO environment, they will need either a TI-99/4 or TI-99/4A computer, the Expansion Memory peripheral, and TI LOGO Command Cartridge. A disk drive, although convenient to have, is not required; a user's work may alternately be saved on cassette tape, printed out on the TI Thermal Printer, or hand copied into a notebook (for later re-keyboarding).

In each issue, one or more of the articles may reference or build upon the topics discussed in a previous article. It is therefore recommended that for maximum benefit and understanding, new readers obtain the appropriate back issues of *99'er Home Computer Magazine* containing *LOGO Times* articles.

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struggle through arithmetic is a necessary prerequisite to higher mathematical thinking. After all, Einstein dropped out of basic arithmetic, but he managed to grasp a few of the principles of higher mathematics!

Because we face this backlash in education,<sup>1</sup> I cannot overemphasize the usefulness of TI LOGO for students coping with today's problems. Let me clarify this point by showing how well LOGO uses vector concepts.

A vector can be perfectly represented by a sprite. It has a given speed, in a given direction. With sprites, the vector's properties are graphically displayed on the screen. Through the use of TI LOGO, students can handle vectors at an early age, instead of waiting for high school or college.

For perspective, let us retreat for a moment to pre-sprite days: As vectors are both quantity and direction, their manipulation requires accounting for both. It doesn't work just to add the quantities and the directions.

The use of a direction implies a frame of reference, or coordinate system, which defines the vector. Typically the coordinate system is Cartesian, with an origin (0,0 position) on x and y axes. In Figure 1, the vector is graphically represented as an arrow with its length as the quantitative value.

The first step in manipulating the vector is to break it into components  $V_x$  and  $V_y$  along the two axes, that is with  $V_x$  and  $V_y$  related to the vector  $V$  as the sides to the hypotenuse of a right triangle. In Figure 2, it can be seen that if  $V_x$  and  $V_y$  are rearranged, they do indeed form a closed triangle:

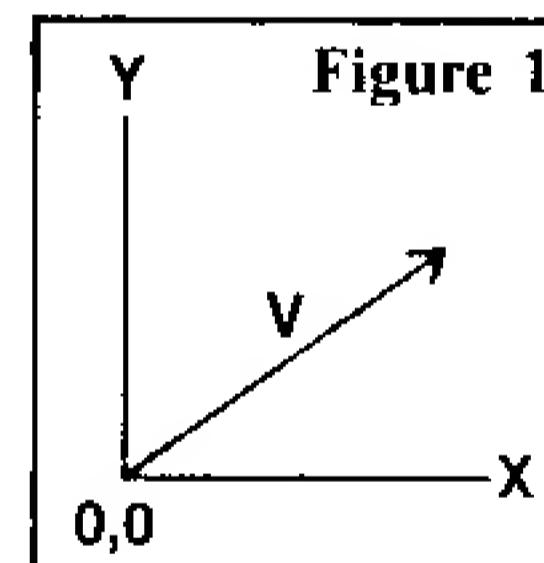


Figure 1

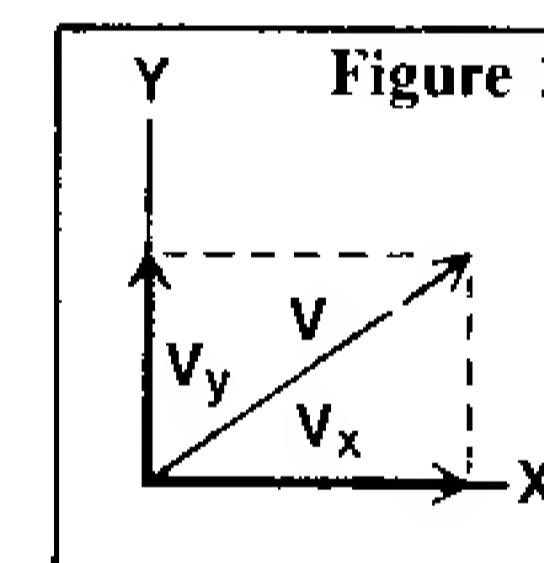


Figure 2

Alternatively the vector  $V$  is called the "resultant" of the two components. The tricky part is that getting the components from the vector requires the calculations:

$$V_y = V \text{ (quantitative value)} \times \cos 0$$

$$V_x = V \text{ (quantitative value)} \times \sin 0$$

or the vector from the components:

$$V = \sqrt{V_y^2 + V_x^2} \quad \arctan \frac{V_x}{V_y}$$

Note that I have used the angle from the y axis, rather than from the x axis as is often the case. I do this because the screen display defines "up" as North or  $0^\circ$ . Thus the angles in the LOGO display are measured from North, or the y axis. This may seem simple for engineers, but it's not elementary school arithmetic.

### The LOGO Approach

Back to the present: What happens to these arcane calculations in TI LOGO? When you start a sprite, giving SETSPEED and SETHEADING you define the vector (quantity and direction). Then simply enter PRINT XVEL and PRINT YVEL and, there

you have it, the x and y components displayed! Enter SXV (quantity) and SYV (quantity) and the vector is defined, while PRINT SPEED returns the resultant, and PRINT HEADING returns the direction. The power of this advanced concept is made available to the child without all the arithmetic computations.

Furthermore, adding vectors by components is simple:

SXV (XVEL + (quantity))

SYV (YVEL + (quantity))

Not only does SPEED and HEADING then return the vector result of the addition, but the effect is seen on the screen as well.

To add vectors directly does require a procedure, but it can be a simple one. Give the speed and direction to a second higher-numbered sprite (perhaps transparent), name its XVEL and YVEL, and pass the parameters to the lower-numbered sprites:

TO ADD

CS

PRINT [X & Y COMPONENTS: ]

PRINT NUMBEROF XVEL

PRINT NUMBEROF YVEL

MAKE "A" XVEL

MAKE "B" YVEL

VECTOR :A :B

END

TO RESOLVE

TELL 2

CARRY :BOX

SC 0

HOME

PRINT [ENTER THE SPEED AND  
HEADING]

PRINT [THEN ENTER ADD]

END

TO VECTOR :A :B

TELL 1

CARRY :BALL

SC :RED

HOME

SXV XVEL + :A

SYV YVEL + :B

PRINT [RESULT:]

PRINT [SPEED =] PRINT SPEED

PRINT [HEADING =] PRINT  
HEADING

RESOLVE

END

TO VECTORS

CALL 0 "A"

CALL 0 "B"

VECTOR :A :B

END

I will leave it to someone else to work out the multiplications (dot product and cross product).

Students who write programs in the *sprite mode*, will gain an intuitive understanding of vectors. These young people are growing up with the information-handling power of the computer at their fingertips, and they will live with a view of themselves from outside the world. They will have the power of the stars in their hands . . .

<sup>1</sup>For a view of mathematics today, see a booklet entitled *Agenda for the 80's* published by the National Association of Teachers of Mathematics. This publication recognizes that calculators and personal computers do exist, and that skill in hand manipulation of large numbers is no longer "basic."

# DAISIES:

## Math Flowers With LOGO

By Roger B. Kirchner

*Contributing Editor*

TI LOGO is a powerful language. Although it does not have floating point arithmetic, that capability can always be simulated. TI LOGO can have SIN and COS. One need only take advantage of the sprites.

The graph of the polar equation  $r = A\cos(nt)$  will serve as our example. The graph is obtained by interpreting PHI as degrees from the vertical measured clockwise, and R as the distance from the origin in the direction of heading PHI. The graph is a circle when  $n = 1$ , has n loops when n is odd, and  $2n$  loops when n is even. When filled in, the loops look like petals of a daisy. One might not suspect that these daisies can be graphed in TI LOGO, but try the following:

```
TO DAISIES
CS
CB 1
MAKE "N RANDOM + 1
TELL TURTLE
SC RANDOM + 2
MAKE "SIZE 45
TELL 0 SS :SIZE
TELL 1 SS 100
TEST :N / 2 * 2 = :N
IFT MAKE "ST 360
IFF MAKE "ST 180
PETAL :N 0 :ST
WAIT 120
DAISIES
END
```

```
TO PETAL :N :PHI :STOP
TELL 0
SH :N * :PHI
MAKE "R YVEL
TELL TURTLE
HT
HOME
SH :PHI
FD :R
IF :PHI = :STOP THEN STOP
PETAL :N :PHI + 1 :STOP
END
```

Typing DAISIES will graph a randomly colored daisy with 1, 3, 5, 7, 9, 4, 8, 12, 16, or 20 petals. After a two-second display of the daisy, another will be started. The procedure must be stopped with FCTN 9. Then enter CB 7 to change the screen from a black color back to cyan. The value of

STOP will be 180 for :N odd, and 360 for :N even. (What if :STOP were equal to 360 for all cases? What would you observe?)

The value of R in DAISY is the y-component of the velocity of sprite 0, which had its speed set to 45 in DAISIES. (Different sized daisies can be graphed by changing the value of SIZE. But if :SIZE is much larger than 45, the daisies will wrap around to the top of the screen.) Since its heading is set to :N\*:PHI, the value of its y-component is  $45*\cos(:N*:PHI)$ . The daisy drawn thus has outline :R =  $45*\cos(:N*:PHI)$ .

The following procedures compute :A\*COS(:X) and :A\*SIN(:X); (:X in degrees.)

TO COS :A :X

TELL 0

SS :A

SH :X

OUTPUT YVEL

END

TO SIN :A :X

TELL 0

SS :A

SH :X

OUTPUT XVEL

END

This method for computing SIN and COS can be understood by reviewing the LOGO commands having to do with motion.

SH n	sets heading of active sprite(s) (or turtle) to n degrees clockwise from the vertical.
------	--

HEADING	returns the heading of active object.
---------	---------------------------------------

SS s	sets speed of active sprite(s).
------	---------------------------------

SPEED	returns speed of active sprite(s).
-------	------------------------------------

SXV xv	sets x-component of velocity to xv.
--------	-------------------------------------

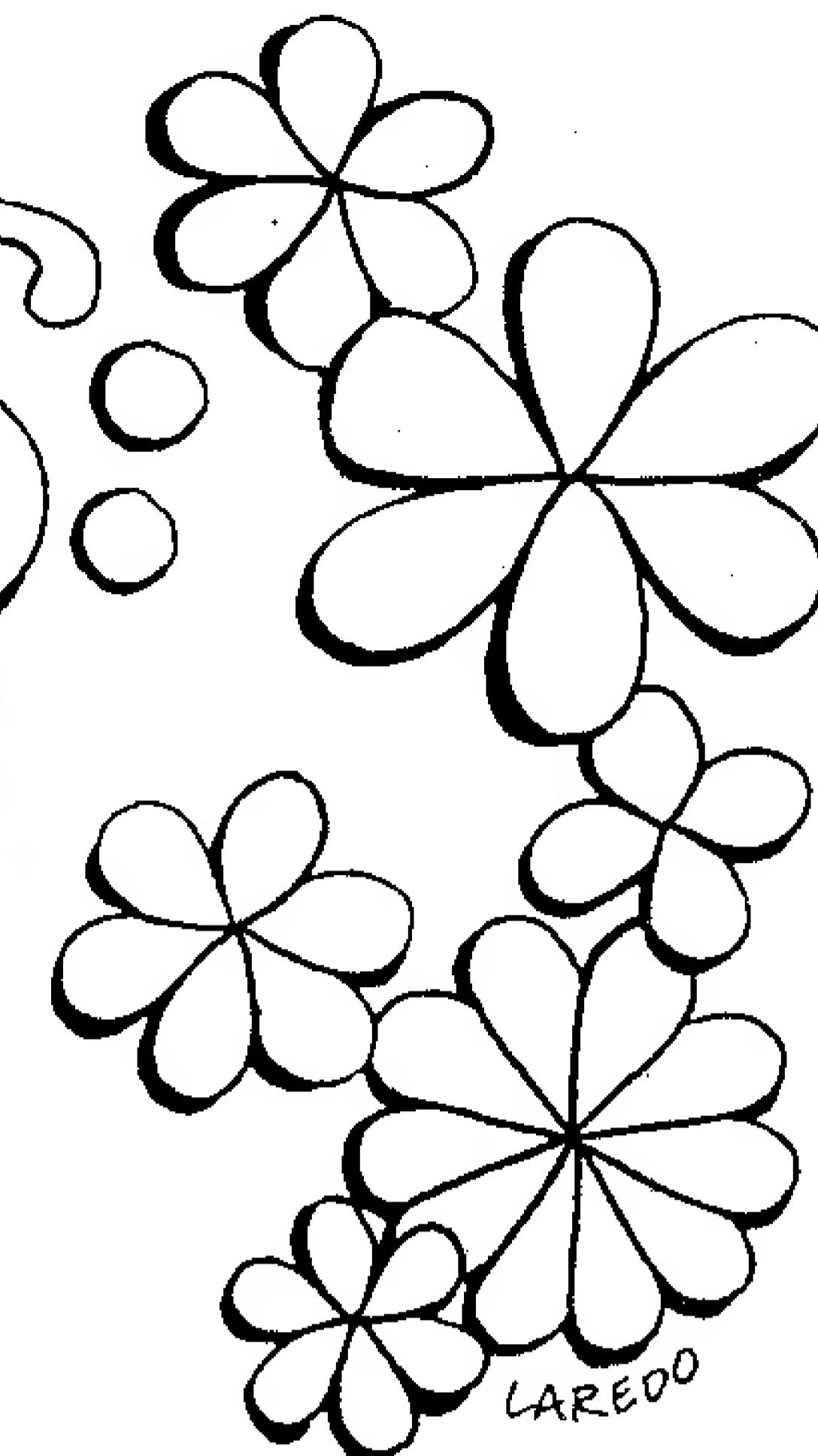
XVEL	returns x-component of velocity.
------	----------------------------------

SYV yv	sets y-component of velocity to yv.
--------	-------------------------------------

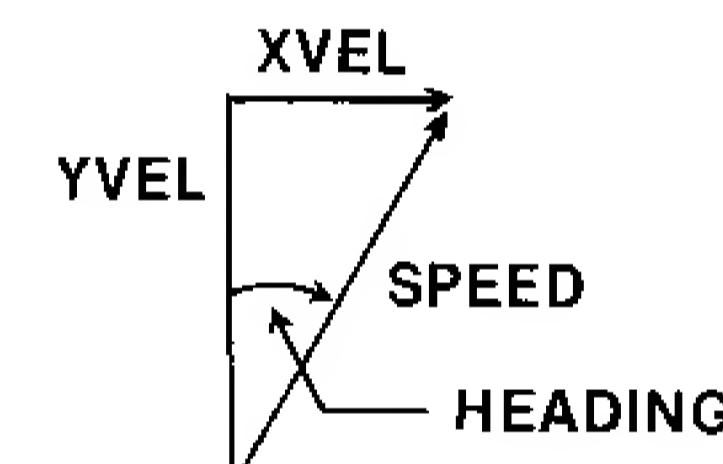
YVEL	returns y-component of velocity.
------	----------------------------------

The fundamental relationship is:

$$\text{SPEED}^2 = \text{XVEL}^2 + \text{YVEL}^2$$



Consider the case in which HEADING is between 0 and 90 degrees. Then XVEL and YVEL are positive, and we can visualize a triangle with hypotenuse SPEED and sides XVEL and YVEL:



From the definitions of COS and SIN, we see that:

$$\text{COS}(\text{HEADING}) = \text{YVEL}/\text{SPEED},$$

$$\text{SIN}(\text{HEADING}) = \text{XVEL}/\text{SPEED}.$$

Thus:

$$\text{YVEL} = \text{SPEED} \cdot \text{COS}(\text{HEADING}),$$

$$\text{XVEL} = \text{SPEED} \cdot \text{SIN}(\text{HEADING}).$$

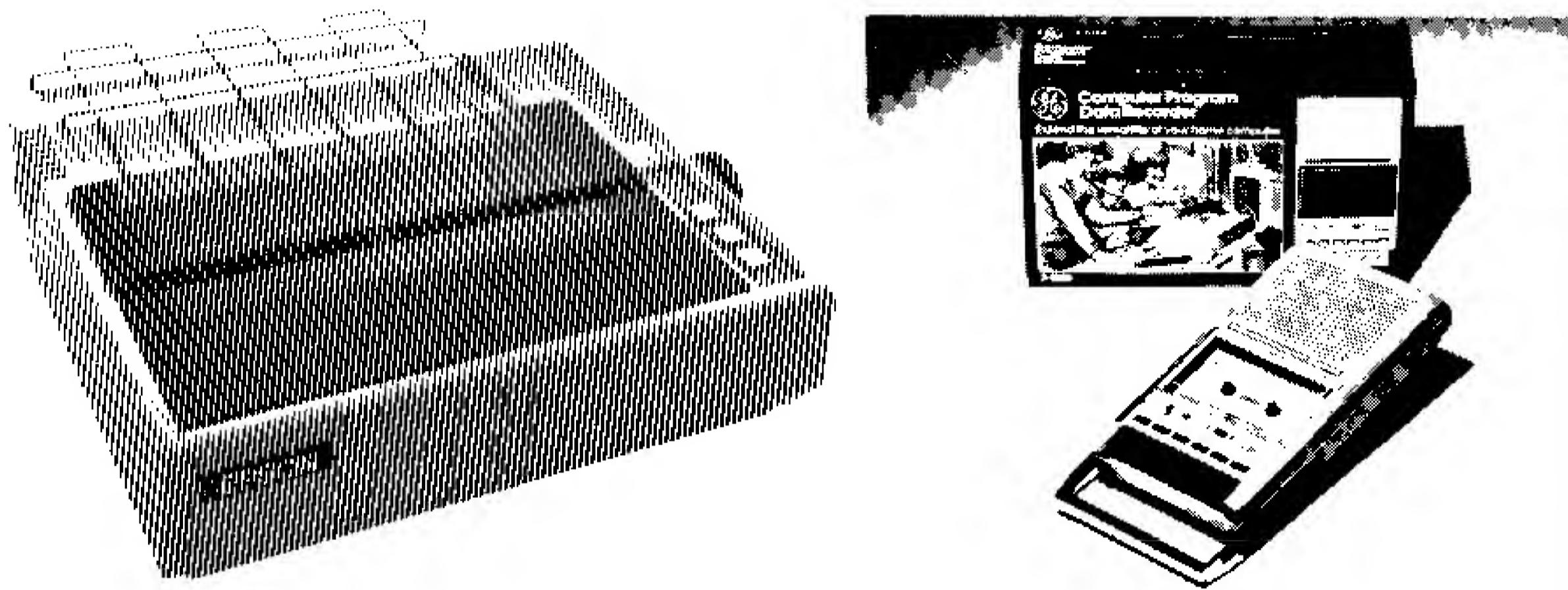
SIN and COS are defined so that these relations are true for all values of HEADING. Indeed, the purpose of SIN and COS is to make these relations hold. (The math textbook definition looks a little different, but that is because it measures angles counterclockwise from the horizontal, and we are measuring them clockwise from the vertical.)

This method does have a restriction which must be kept in mind: the sprites can have a speed no greater than 127. In DAISIES, the speed of sprite 0 was set to 45, but could not have been greater than 127. This means that the maximum length a petal can be is 127.

After enjoying DAISIES for a while, the reader may want to review the construction of the DYNATURTLE (Vol. 1, No. 4, pp 66-67.) The secret of the TI Dynaturtle is the use of sprites to compute sine and cosine.

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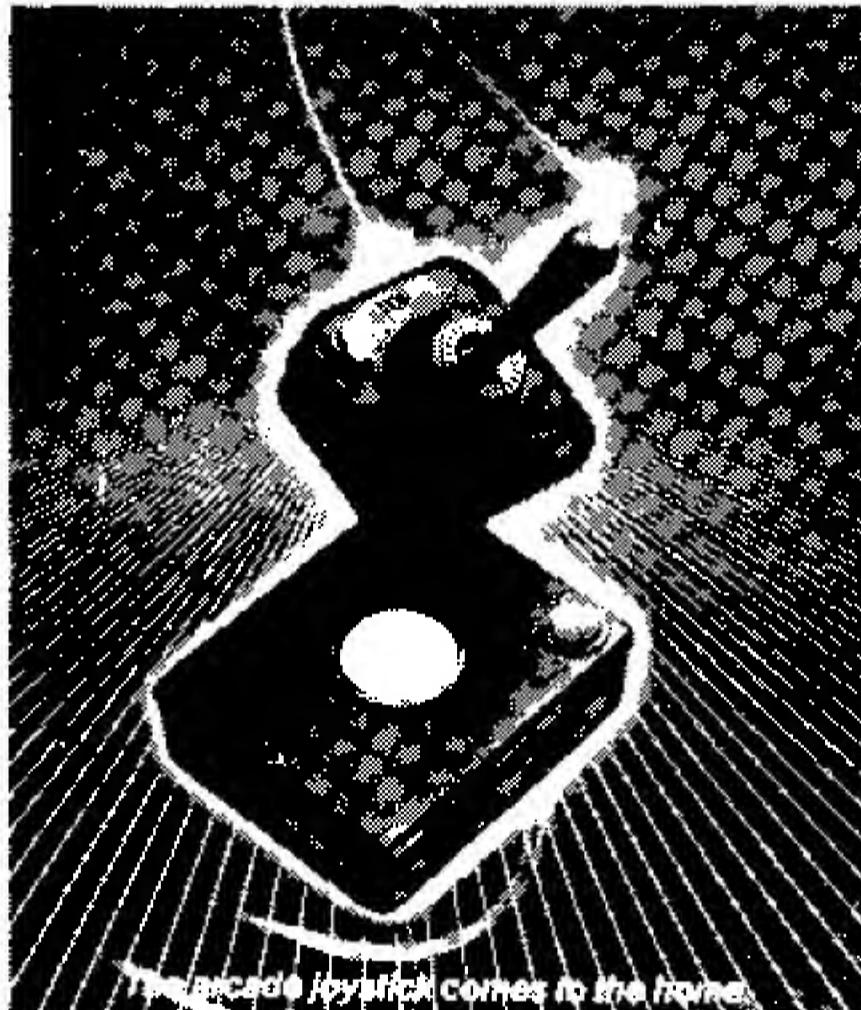
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## Adventuring...from p.26

ject is still present, then you haven't left the room. Conversely, if the object isn't present, you are in another room! By dropping a few more objects and moving around, you can probably get out. What if you weren't carrying anything when you entered the room? Just restart the game (you did save it, didn't you?) at a point before you got lost, and pick up as much inventory as possible.

### Computer Messages as Clues

When you try things that don't work out, pay attention to the computer's messages. They themselves may be clues. For example, a response like "THAT'S BEYOND MY POWER TO DO" means the thing is impossible. On the other hand, a message of "I CAN'T DO THAT . . . YET" means that you are on the right track but are missing some vital object (where did you drop that shovel?...you need it now!), or you neglected to do something (did you feed the piranhas?), or maybe you are in the wrong room (where is that map anyway?). Figure out what's wrong and then try it again.

The wording of a response can be significant. If you say HIT door and get the message "I DON'T KNOW HOW TO 'HIT' SOMETHING," it means that HIT is not a good word. If the message is "ITS IMPOSSIBLE", or something like that, it means that the word HIT is good, but not in this context. Write it down because somewhere or other you will probably have to HIT something.

Two messages are essential for all Scott Adams adventures in which you search for treasure. The first one tells you how to score points for finding the treasure, where to bring the treasure and what to say when you find it. Until you see this message, just save any treasure in a convenient location. The second message tells you how many treasures you are supposed to find. Sometimes you are not told outright how many different treasures there are. You have to figure it out. When you score a treasure, you learn how many points it is worth. Each is usually worth 100 divided by the number of treasures, so a treasure worth 6 points means there are 16 in all.

These rules should help you survive, but in a truly good adventure game you will still need that razor-sharp intellect!

### Writing Your Own

Now, for those of you who want to try writing an adventure, I have a few rules you might follow. Who knows, you may be able to get it published in 99'er Magazine! Just pay attention—this could be the break you need to get into print!

First, think of your scenario. Decide where and in what time period the adventure will take place. Once you decide, stick to it! Don't do anything out of context for the time and place you selected—for example, no ray guns in 19th-century London.

Set up a theme. Decide what the adventurer is ultimately supposed to do. Is he to locate treasure? Maybe the idea is to catch Jack the Ripper? Perhaps to escape a locked building? Find a princess? How about saving a Mad Scientist's daughter?

Continued on p. 66

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### Chuck-A-Luck...from p.27

version, and lines 2750-3020 in the Extended BASIC version. For TI BASIC, this consists of a simple loop which displays at LOC\_X and LOC\_Y the appropriate DICE\_PIP for each of the nine pieces. After the character on the last die is displayed, I wait a little while and then leave the routine.

Notice that in order to highlight the dice roll routine, I changed the color of the screen and added a little music. My "music jar" of melody listings borrowed from other programs gave up only one piece that remotely matched up with gambling, the "call to the post" tune played at the track just before a race. Perhaps you have a more fitting musical phrase.

The sprite version of the display routine is more complex than the HCHAR version. I will go through it very carefully because Ron has some great ideas about controlling sprites. Note that this routine was written with multiple statements on each line. This has to be done to make your BASIC code run as fast as possible when handling sprites. Slow code at this point could make it very difficult to handle them smoothly.

### Graphic Routines

If you have an interest in designing Extended BASIC programs with sprites, tracing through the following program will put you well on your way toward your own creative endeavors. All line numbers from this point on will refer to the Extended BASIC version only.

**2750-2820** This code figures out the sprite number for each character of the die being displayed, and starts it out as a sprite with a random motion. Note that this motion can either be positive or negative so that we get them flying in all directions. We also set the LOC value for that character to zero, to show that we haven't yet moved the character back to its final location.

**2840-2920** This routine uses a variable called CNT to keep track of the number of characters moved back to their starting locations. If this number is low enough, we

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will randomly choose the character we work on. If CNT is 21 or greater, however, we won't choose the character randomly. We'll just look through the LOC array sequentially to find the first character that we haven't yet moved back to its location (i.e., its LOC has a zero in it).

Why is Ron going through the trouble of doing it this way? The answer requires a little thought. Suppose we just randomly kept choosing a figure. By the time 20 or so characters have been reset to the final location, the odds on randomly selecting a good character will then be 7/27 or 26%. The odds on the next selection being a good character will then be 6/27 and they keep getting smaller and smaller. With one character left, the odds on hitting it randomly are 1/27 or less than 4%. As you can see, it is very unlikely that you will hit a good character when only a few are left. To prevent a long wait until the computer randomly locates a good character, he set up his code so that the last 7 or so sprites will not be randomly chosen. Of course, he is also checking CNT to see if he has finished with all 27 characters.

**2930-2980** This part of the routine takes the selected character, changes its color to black (to highlight it on the screen while we play with it) and freezes it momentarily. That is what the CALL MOTION(#1,0,0) is for. The major problem in sprite handling is that they keep moving at a pretty high speed, while BASIC keeps plodding along with old data. Ron prevents this problem by freezing the sprite before finding its location. This means that he gets accurate data via the CALL POSITION code.

After locating the sprite, he computes the velocities needed to move it back to its original (and final) location. The Extended BASIC reference manual talks about row velocities and column velocities, but what it doesn't explicitly tell you is that you can control the direction of the sprite. For example, to move at a 45 degree angle, both the row and column velocities must be equal. To move at a 30 degree angle, just make the column velocity equal to twice

Continued on p. 52

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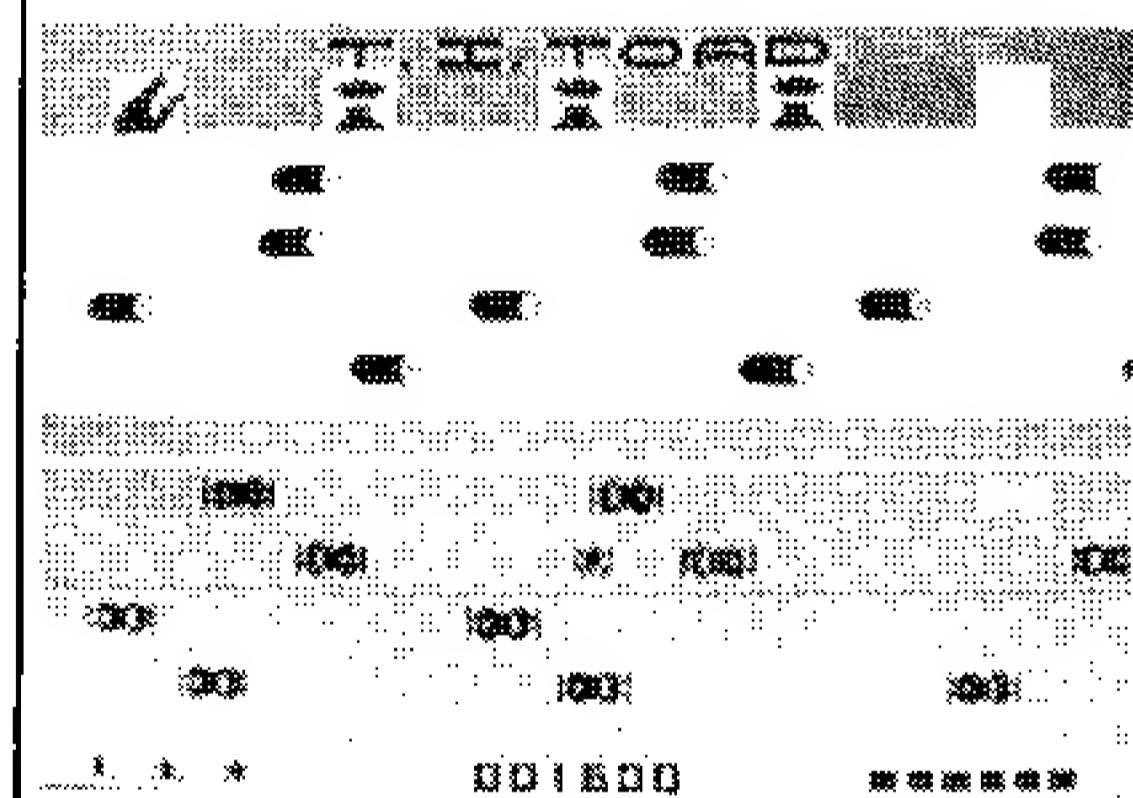
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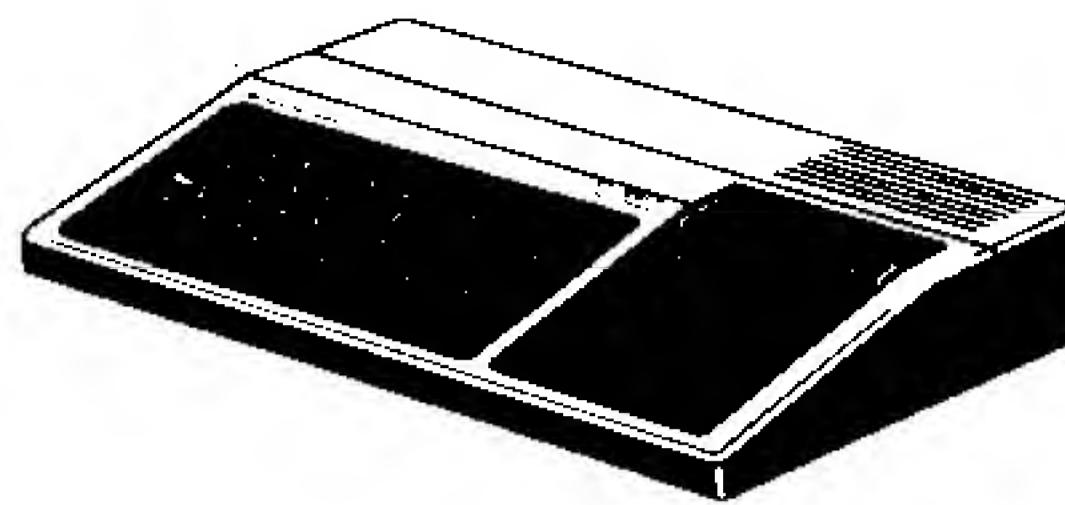
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### Chuck-A-Luck... from p.51

the row velocity. Ron is using this fact in statement 2960 to figure out how far the sprite is, vertically and horizontally, from where it is supposed to go. He calculates this in MY and MX respectively. He then adds the two to get a value called TOT. The distances can be positive or negative depending on the sprite's location relative to its final position—left or right, above or below.

In order to get a good value of TOT, we have to ignore the signs of the distances. In other words, we don't care if the number is positive or negative, as long as we know its *absolute* value. We find it with the ABS function. By making the row and column velocities a function of both the distance it has to go (MY or MX) and the TOT value, the sprite can be directed to travel in the right direction. Take a look at the last statement in line 2960. It uses the MAX function available in Extended BASIC. TOT must be a reasonable size number, because we will divide MY and MX by TOT to get our velocities. Since it is possible for the sprite to be right where it should be, TOT can be zero. If you divide by 0, however, your program will stop with an error. To make sure that TOT has a value of at least one, you would normally code in something like this:

```
xxxxx TOT=ABS(MX)+ABS(MY)
yyyyy IF TOT<1 THEN TOT=1
zzzzz
```

This can be done just as easily with the MAX function which gives me the higher

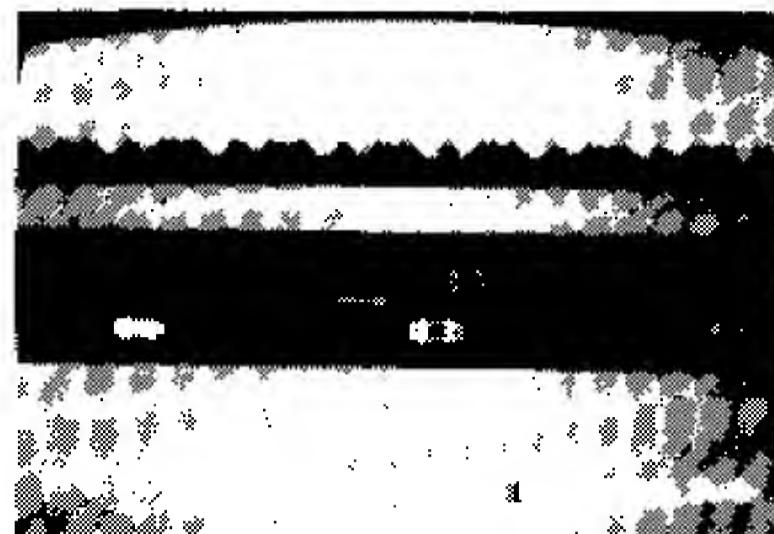
of the two alternatives. If one is greater, it will return me a 1. On the other hand, if the result of the addition is greater than 1, it will return that number to me. Using the MAX function eliminates the need for an IF statement right in the middle of my code. MAX (along with its cousin, the MIN function) is a handy feature of Extended BASIC that can save you a lot of coding trouble. We now use the values that we just computed to set the sprite moving again using a CALL MOTION.

**2990-3010** I have also set a new variable (my, we are collecting a whole slew of them now!) called CHK to be equal to zero. This counter will be used to make sure that we don't try the next lines of code more than 10 times before we give up and refigure a new MOTION command. If we haven't tried it more than 10 times, we do a CALL COINC to see if the sprite has reached its goal. If not (HIIT=0) we go back and do it again. If the sprite has reached its final location, Ron stops it with a CALL MOTION, and does a CALL LOCATE to make sure it is being stopped exactly where he wants it. This is necessary because a sprite that keeps moving between the CALL COINC and the final CALL MOTION may no longer be in the right spot. He changes the color back to white.

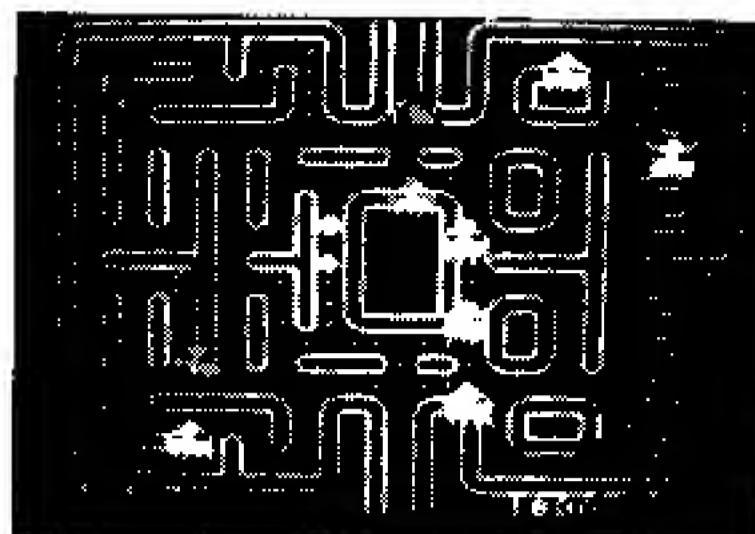
**3020-3920** This code checks to see if we finished all the characters, and restarts the process if we haven't. It then changes the screen back to green. It also issues a CALL DELSPRITE which clears the sprite characters from the screen.



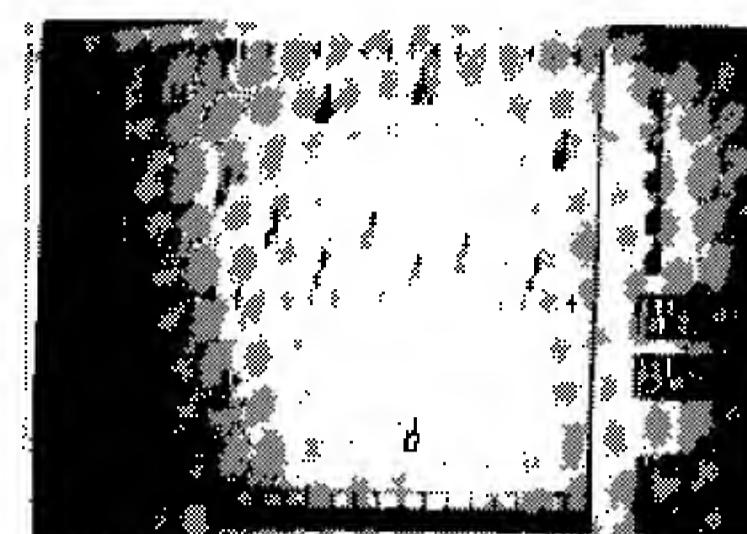
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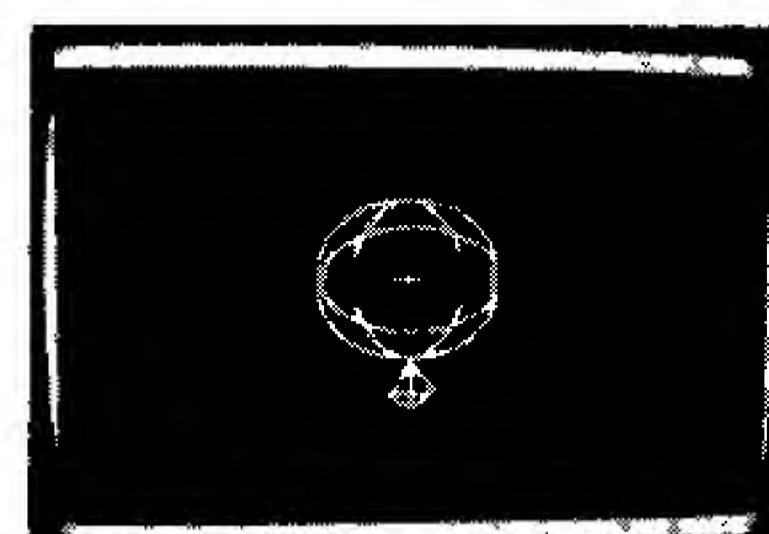
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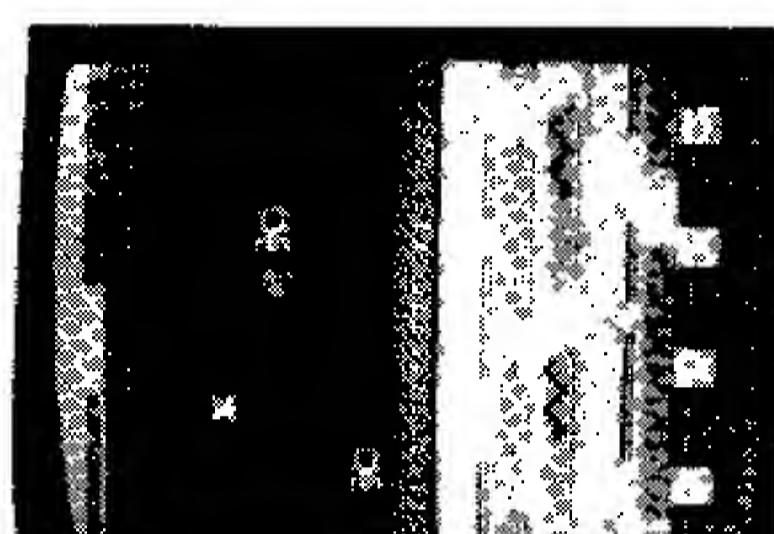
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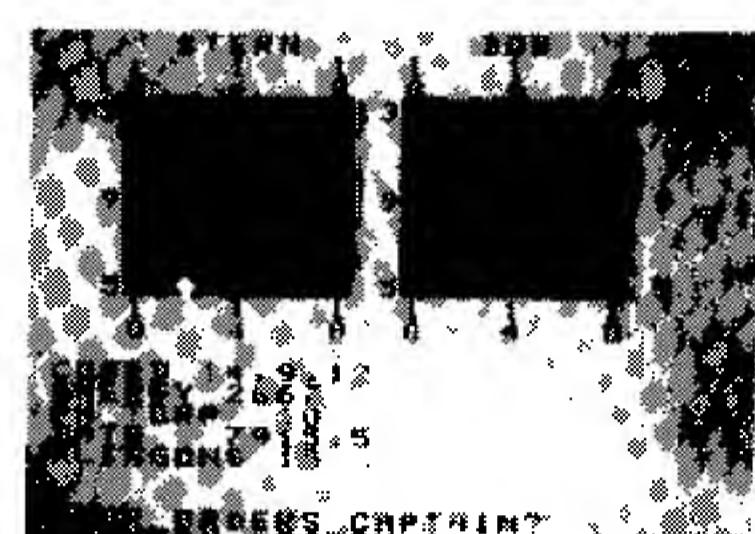
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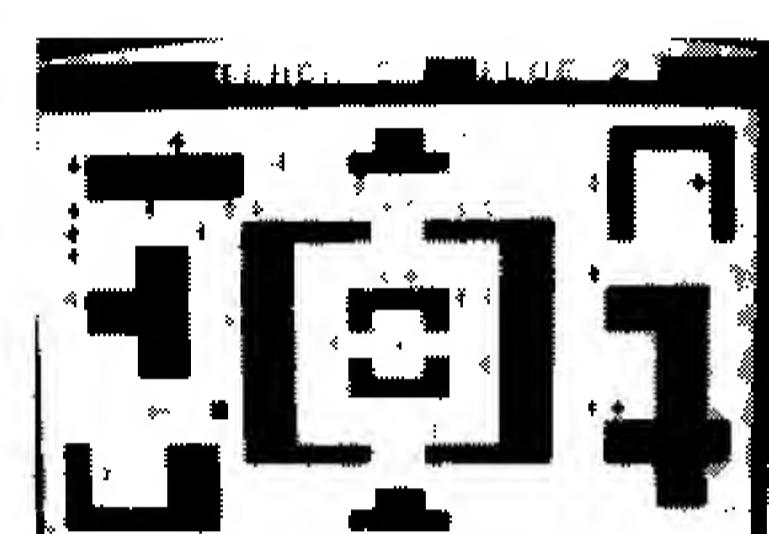
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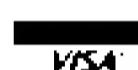
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SION. Make two copies. If you are saving on tape, make one copy on each side and verify both. Then make another copy on a backup tape. You should always have a backup tape kept separately from your original master copies. Remove the tabs in the back of the tape to prevent accidental erasures. For disks, add the write-protect tab. Make a backup disk. Keep it separate from your regular disks. Then enjoy the fruits of your labor!



```

60 REM *** CHUCK-A-LUCK ***
70 REM * EXTENDED BASIC *
80 REM * BY SAM PINCUS *
90 REM * 99ER VERSION 2.2.1XB*
100 DIM DICE_VALUE(3),PLAYER_NAME$(4),PLAYER_CASH(4),PLAYER_BET(4)
     ,PLAYER_DICE(4)
110 DIM DICE_PIP(9,9),LOC_X(27),LOC_Y(27)
120 DIM LOC(27)
130 RANDOMIZE
140 GOSUB 20000
170 REM BETTING LOOP
200 REM GET BET
210 GOSUB 1200
220 REM THROW DICE
230 GOSUB 2000
240 REM UPDATE CASH BALANCE
250 FOR I=1 TO PLAYERS
260 IF PLAYER_CASH(I)=0 THEN 760
280 PRINT ":";PLAYER_NAME$(I);", YOU
     BET ON";PLAYER_DICE(I);"FOR";P
     LAYER_BET(I);"DOLLAR";
290 IF PLAYER_BET(I)<2 THEN 310
300 PRINT "S";
310 PRINT ".";
320 WIN=0
330 FOR J=1 TO 3

```

```

540 IF PLAYER_DICE(I)<>DICE_VALUE(J)
     )THEN 560
550 WIN=WIN+1
560 NEXT J
570 IF WIN=0 THEN 690
580 WIN=WIN*PLAYER_BET(I)
590 PRINT "YOU ";"WIN";WIN;"DOLLAR"
     ;
600 IF WIN<2 THEN 620
610 PRINT "S";
620 PRINT ".";
630 PLAYER_CASH(I)=PLAYER_CASH(I)+W
     IN
640 PRINT "YOU NOW HAVE";PLAYER_CAS
     H(I);"DOLLAR";
650 IF PLAYER_CASH(I)<2 THEN 670
660 PRINT "S";
670 PRINT ".";
680 GOTO 760
690 PRINT "YOU LOST";PLAYER_BET(I);
     "DOLLAR";
700 IF PLAYER_BET(I)<2 THEN 720
710 PRINT "S";
720 PRINT ".";
730 PLAYER_CASH(I)=PLAYER_CASH(I)-P
     LAYER_BET(I)
740 IF PLAYER_CASH(I)>0 THEN 640

```

Continued on p. 54



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### Chuck-A-Luck...from p.53

```

750 PRINT "YOU ARE BANKRUPT!"
760 NEXT I
770 REM CHECK FOR END OF GAME
780 GOSUB 5000
790 IF NO_LEFT>1 THEN 970
800 INPUT "WANT TO PLAY AGAIN (Y/N)
?":A$
810 A$=SEG$(A$,1,1)
820 IF A$<>"Y" THEN 850
830 GOSUB 22000
840 GOTO 200
850 IF A$<>"N" THEN 880
860 PRINT "THANK YOU FOR PLAYING."
870 STOP
880 PRINT PL$
890 GOTO 800
970 FOR I=1 TO 600
980 NEXT I
990 GOTO 200
1200 CALL CLEAR
1210 FOR I=1 TO PLAYERS
1220 IF PLAYER_CASH(I)=0 THEN 1500
1230 ON INT(RND*4+1)GOTO 1240,1260,
1280,1300
1240 PRINT "NOW, ";
1250 GOTO 1350
1260 PRINT "OK, ";
1270 GOTO 1350
1280 PRINT "ALRIGHT, ";
1290 GOTO 1350
1300 PRINT "YOUR TURN, ";
1350 PRINT PLAYER_NAME$(I);","
1360 PRINT "YOU HAVE";PLAYER_CASH(I)
";"DOLLAR";
1370 IF PLAYER_CASH(I)<2 THEN 1390
1380 PRINT "S";
1390 PRINT ".":"WHAT'S YOUR BET? "
1400 INPUT PLAYER_BET(I)
1410 IF PLAYER_BET(I)<1 THEN 1450
1420 IF PLAYER_BET(I)>PLAYER_CASH(I)
THEN 1450
1430 IF PLAYER_BET(I)>50 THEN 1450
1440 IF INT(PLAYER_BET(I))=PLAYER_B
ET(I)THEN 1470
1450 PRINT "THAT'S NOT POSSIBLE."
1460 GOTO 1230
1470 PRINT "WHAT NUMBER WILL YOU BE
T ON?"
1480 INPUT PLAYER_DICE(I)
1490 IF INT(PLAYER_DICE(I))<>PLAYER_
DICE(I)THEN 1520
1500 IF PLAYER_DICE(I)<1 THEN 1520
1510 IF PLAYER_DICE(I)<7 THEN 1540
1520 PRINT "TRY AGAIN."
1530 GOTO 1470
1540 NEXT I
1550 RETURN
2000 REM
2010 CALL CLEAR
2020 CALL SCREEN(10)

```

```

2030 FOR I=1 TO PLAYERS
2040 ROW=(I-1)*5+1
2060 DISPLAY AT(ROW,15):PLAYER_NAME
$(I)
2160 DISPLAY AT(ROW+1,15):"BET ";
STR$(PLAYER_BET(I))
2260 DISPLAY AT(ROW+2,15):"CASH ";
STR$(PLAYER_CASH(I))
2350 DISPLAY AT(ROW+3,15):"DIE- ";
STR$(PLAYER_DICE(I))
2370 NEXT I
2500 FOR I=1 TO 3
2510 DICE_VALUE(I)=INT(RND*6)+1
2520 NEXT I
2600 REM DISPLAY DICE
2610 FOR I=1 TO 3
2620 CHAR_NO=DICE_VALUE(I)
2630 IF CHAR_NO=1 THEN 2740
2640 IF CHAR_NO=4 THEN 2740
2650 IF CHAR_NO=5 THEN 2740
2660 IF RND<.5 THEN 2740
2670 IF CHAR_NO>2 THEN 2700
2680 CHAR_NO=7
2690 GOTO 2740
2700 IF CHAR_NO=6 THEN 2730
2710 CHAR_NO=8
2720 GOTO 2740
2730 CHAR_NO=9
2740 REM DISPLAY A DIE
2750 FOR J=1 TO 9
2760 K=(I-1)*9+J
2780 CALL SPRITE(#K,96+DICE_PIP(CHA
R_NO,J),16,LOC_X(K),LOC_Y(K),R
ND*120-60,RND*120-60)
2800 LOC(K)=0
2820 NEXT J
2830 NEXT I
2840 CNT=0
2850 IF CNT<21 THEN 2900
2860 FOR I=1 TO 27 :: IF LOC(I)=0 T
HEN 2920
2870 NEXT I :: GOTO 3800
2900 I=INT(RND*27)+1
2910 IF LOC(I)=1 THEN 2900
2920 LOC(I)=1 :: CNT=CNT+1
2930 CALL COLOR(#1,2):: CALL SOUND(
-1,110,0,165,1,220,2)
2940 CALL MOTION(#1,0,0):: CHK=0
2950 CALL POSITION(#1,Y,X)
2960 MY=LOC_Y(I)-Y :: MX=LOC_X(I)-X
:: TOT=MAX(1,ABS(MY)+ABS(MX))
2980 CALL MOTION(#1,MY*50/TOT,MX*50
/TOT)
2990 CHK=CHK+1 :: IF CHK>10 THEN 29
40
3000 CALL COINC(#1,LOC_Y(I),LOC_X(I)
),20,HIT):: IF HIT=0 THEN 2990
3010 CALL MOTION(#1,0,0):: CALL LOC
ATE(#1,LOC_Y(I),LOC_X(I)):: CA
LL COLOR(#1,16):: CALL SOUND(-
1,1111,0)

```

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### Chuck-A-Luck

```

3020 IF CNT<27 THEN 2850
3800 FOR I=1 TO 400
3810 NEXT I
3900 CALL SCREEN(4)
3910 CALL DELSPRITE(ALL):: CALL CLR
AR
3920 RETURN
4990 REM CHECK FOR A WINNER
5000 NO_LEFT=0
5010 FOR I=1 TO PLAYERS
5020 IF PLAYER_CASH(I)>0 THEN 5050
5030 NO_LEFT=NO_LEFT+1
5040 LAST_PLAYER=I
5050 NEXT I
5060 IF NO_LEFT>0 THEN 5200
5100 PRINT "NO ONE IS LEFT.:";"THE GAME ENDS IN A TIE."
5110 GOTO 5400
5200 IF NO_LEFT>1 THEN 5400
5300 PRINT PLAYER_NAME$(LAST_PLAYER)
;" WINS!"
5400 RETURN
20000 PL$="PLEASE ANSWER THE QUESTION"
20010 CALL CHAR(96,"XXXXXXXXXXXXXX F")
20020 CALL CHAR(97,"FFFFFFE7E7FFFFFF F")
20030 CALL COLOR(9,2,16)
20050 CALL CLEAR
20090 ROW=12
20100 FOR I=1 TO 9
20110 FOR J=1 TO 9
20120 READ DICE_PIP(I,J)
20130 NEXT J
20140 IF INT(I/2)=I/2 THEN 20170
20150 MSG$="CHUCK-A-LUCK"
20160 GOTO 20180
20170 MSG$="
20180 DISPLAY AT(ROW,14):MSG$
20200 NEXT I
20300 CNT=0
20310 FOR I=1 TO 3
20320 FOR J=1 TO 3
20330 FOR K=1 TO 3
20340 CNT=CNT+1
20350 LOC_Y(CNT)=(J+I*4)*8
20370 LOC_X(CNT)=(K+2)*8
20400 NEXT K
20410 NEXT J
20420 NEXT I
21000 CALL CLEAR
21010 INPUT "NEED INSTRUCTIONS (Y/N )? ";A$
21020 A$=SEG$(A$,1,1)
21030 IF A$="Y" THEN 21100
21040 IF A$="N" THEN 22000
21050 PRINT PL$
21060 GOTO 21010
21100 PRINT ":";"WELCOME TO THE
GAME OF ":" CHUCK-A-LUCK! ":"
```

```

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*Continued on p. 63*

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## A LANGUAGE FOR TEACHERS

By Andrew Berner, Ph.D. and Kathleen Martin, Ph.D.

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### \*Amateur's Special Purpose Instructional Code

#### DRILL

```
10 PRINT "HOW MANY PROBLEMS"
20 ASK FOR N
30 CLEAR
40 LET RIGHT = 0
50 LET A = 12
60 LET B = 12
70 REPEAT N
80 PRINT A
90 PRINT "X"
100 PRINT B
110 ASK FOR ANS
120 IF ANS=A*B THEN
130 PRINT "VERY GOOD!"
140 SOUND
150 LET RIGHT = RIGHT + 1
160 ELSE
170 PRINT "INCORRECT"
180 PRINT "THE ANSWER IS"
190 PRINT A*B
200 END
210 PRINT ""
220 LET A = A + 7
230 IF A > 12 THEN
240 LET A = A - 12
250 END
260 LET B = B + 7
270 IF B > 11 THEN
280 LET B = B - 11
290 END
300 END
310 PRINT "YOU CORRECTLY
ANSWERED"
320 PRINT RIGHT
330 PRINT "OUT OF"
340 PRINT N
```

In lines 10-30, the user selects a number of problems from 1 to 132. If a number larger than 132 is put in, the problems will repeat. Lines 40-60 are used for RIGHT, which keeps track of the number of correct answers, and A and B, which will be the multiplier and multiplicand. Lines 80-100 print the problem. Lines 110-200 check the student's response and offer either a reward or a correction. Notice how the "IF . . . THEN . . . ELSE" construction makes the logic clear. Lines 210-300 prepare the next problem, and because ASPIC has no random number generator, we use a mathematical trick: The number 7 has no common factor with either 12 or 11, and therefore keeps the problems from repeating while making them seem in random order. The last few lines of the program give a score for the session.

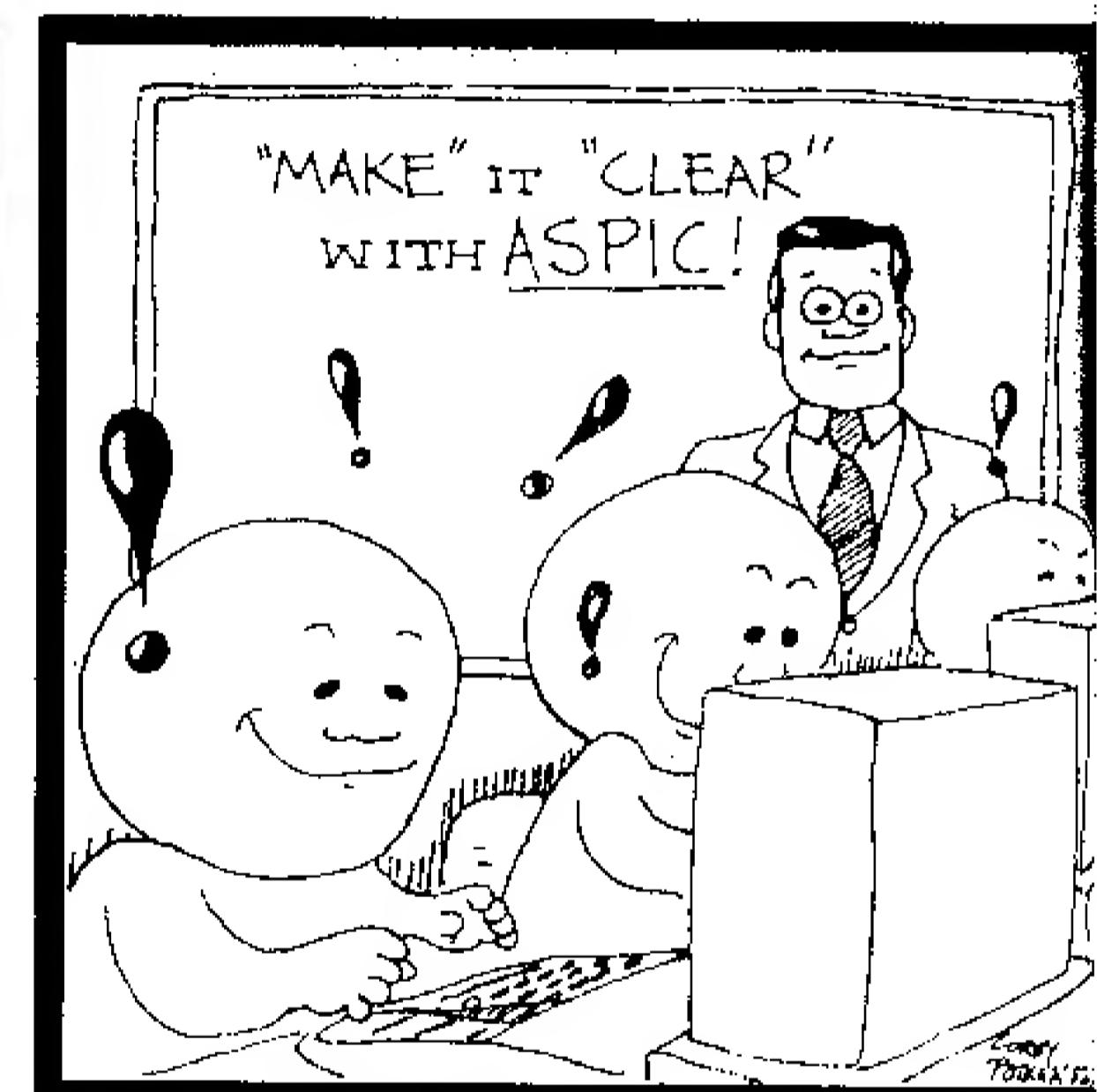
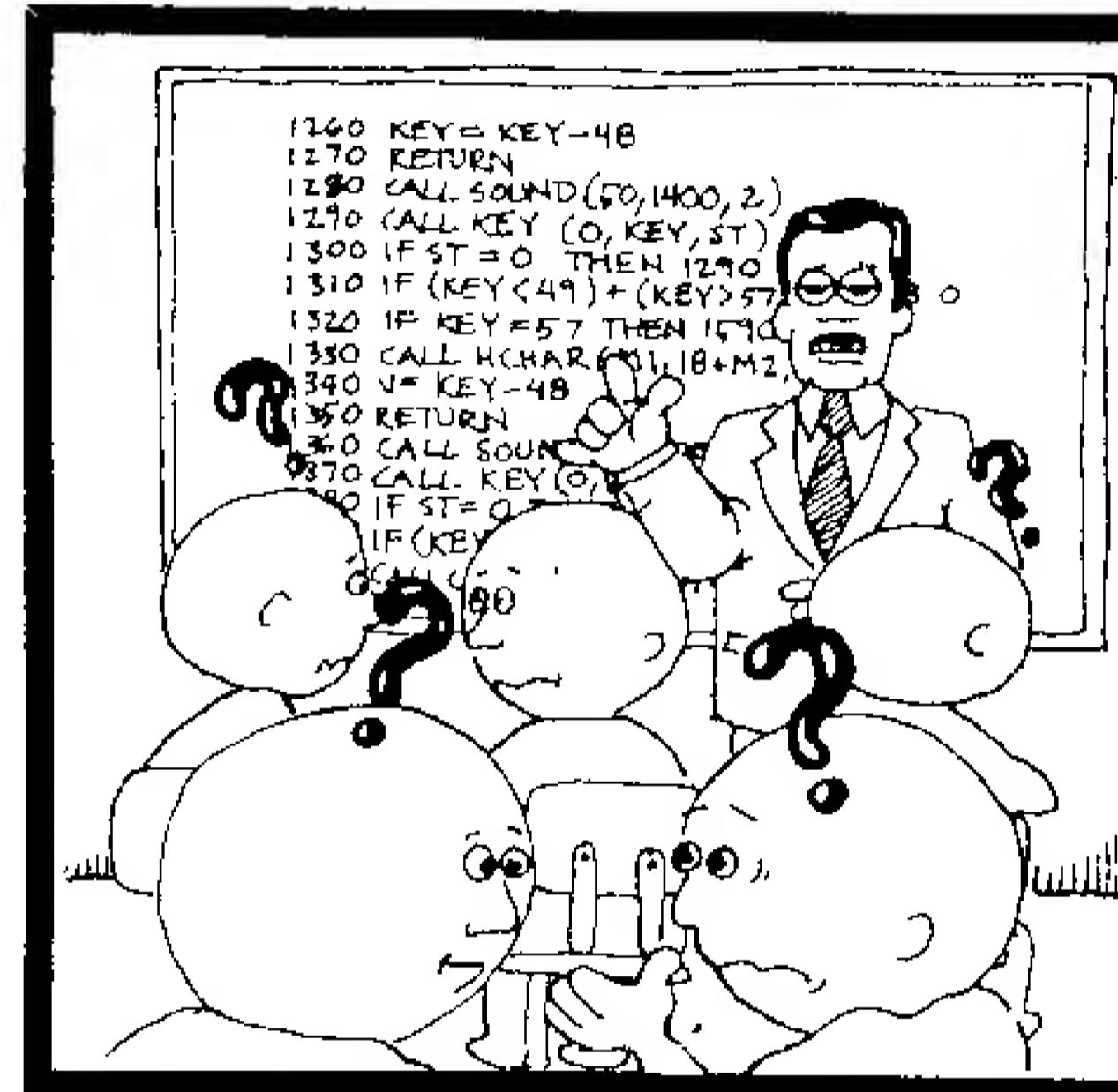
The program certainly could be written in another language, and if copied verbatim in BASIC, it would be more attractive on the screen. The advantage of ASPIC is that a teacher with no previous programming experience could tailor the lessons

#### ASPIC In a Nutshell

Amateur's Special Purpose Instruction Code is a language designed for children, using a logic consistent with a child's way of thinking. Doctors Berner and Martin, in working to help schools find more effective ways of using computers in education, found the BASIC language too complex for children. It was a difficult language for young students to learn, and one which kept slipping away from those whose time at the computer was limited to a session or two per week. To overcome these obstacles, the two educators created ASPIC.

With a few simple commands such as MAKE and DRAW, the children can create shapes on the screen and assign colors to them. These programs help children understand concepts such as constants, variables, and plotting with a simple coordinate system.

ASPIC is easy for children to use, and easy for teachers to program—even teachers who have had virtually no experience with computers. For complete instructions, see 99'er Home Computer Magazine, Nov. 1982, pp. 64-67.



to individual needs. For example, the teacher might want to limit the problems to the 1-through-6 times tables. Even simpler would be to change from multiplication to addition. The teacher might want to vary specific numbers to emphasize a single fact table. All these changes and more are easy with ASPIC.

#### ASPIC Graphics

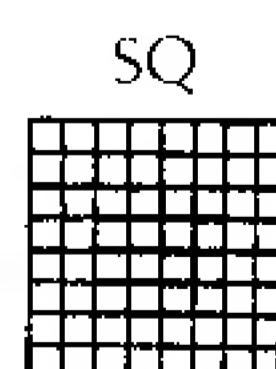
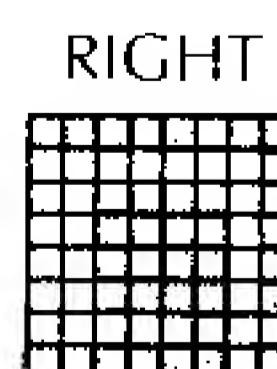
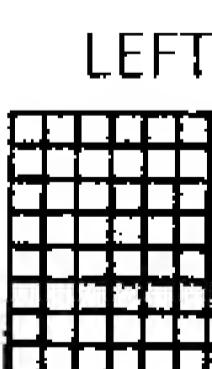
Our second example shows how to exploit the graphics capabilities of ASPIC. This program distinguishes between even and odd numbers by grouping boxes in pairs. It also displays graphically the nature of even and odd numbers.

#### EVEN—ODD

```
10 MAKE LEFT
20 MAKE RIGHT
30 MAKE SQ
40 PRINT "HOW MANY NUMBERS?"
50 ASK FOR N
60 CLEAR
70 REPEAT N
80 ASK FOR NUM
90 DRAW (NUM ACROSS) SQ IN
ROW#20 COL#3
```

```
100 DRAW (128 ACROSS) BL IN
ROW#21 COL#1
110 LET C=3
120 REPEAT UNTIL NUM<2
130 DRAW LEFT IN ROW#20 COL#C
140 DRAW RIGHT IN ROW#20 COL#C+1
150 LET C=C+2
160 LET NUM=NUM-2
170 END
180 IF NUM=1 THEN
190 DRAW BL IN ROW#20 COL#C
200 DRAW SQ IN ROW#20 COL#30
210 END
220 END
```

The first three commands are used to make the shapes below; they are needed later in the program.



Lines 40-60 ask how many numbers you wish to examine. Lines 70-220 repeat the following procedure for each number examined:

The number is asked for in Line 80 and an equal number of squares drawn (Lines 90-100). Lines 110-120 place brackets around the boxes in groups of two. Lines 180-210 determine if there is an unbracketed box, i.e., if the number is odd. If so, it is "shot" to the far right of the screen.

At the end, it is easy to tell whether the sum of all entries is even or odd by mentally pairing up the "extras" on the right side of the screen. This program makes it easy to visualize the theorem that a sum is odd whenever there is an odd number of odd addends. Computer graphics make tangible a concept that is usually treated abstractly. The "shooting" of the extra box is an image that sticks with children and brings the mathematical concepts and theorems to life.

The power of ASPIC comes through in the structure of the program. The writing of the program reflects one way of thinking about even and odd numbers. No technical jargon or obscure symbolism distracts from the thought. The program's "chunks" correspond to thought patterns that clearly follow the problem.

The third example is another program that uses graphics to illustrate a concept—in this case, "square" numbers. However, the main purpose of this example is to show how the LOOK command can control the pace of instruction.

#### SQUARES

```
10 MAKE REDBOX
20 MAKE BLUEBOX
30 MAKE YELLOWBOX
40 COLOR REDBOX RED
50 COLOR BLUEBOX BLUE
60 COLOR YELLOWBOX YELLOW
70 DRAW BOX IN ROW#12 COL#16
80 LET LOOK=0
90 REPEAT UNTIL LOOK=1
100 LOOK
110 END
120 DRAW (2 DOWN) REDBOX IN
    ROW#12 COL#17
130 DRAW (2 ACROSS) REDBOX IN
    ROW#13 COL#16
140 LET LOOK=0
150 REPEAT UNTIL LOOK=1
160 LOOK
170 END
180 DRAW (3 DOWN) BLUEBOX IN
    ROW#12 COL#18
190 DRAW (3 ACROSS) BLUEBOX IN
    ROW#14 COL#16
200 LET LOOK=0
210 REPEAT UNTIL LOOK=1
220 LOOK
230 END
240 DRAW (4 DOWN) YELLOWBOX IN
    ROW#12 COL#19
250 DRAW (4 ACROSS) YELLOWBOX
    IN ROW#15 COL#16
```

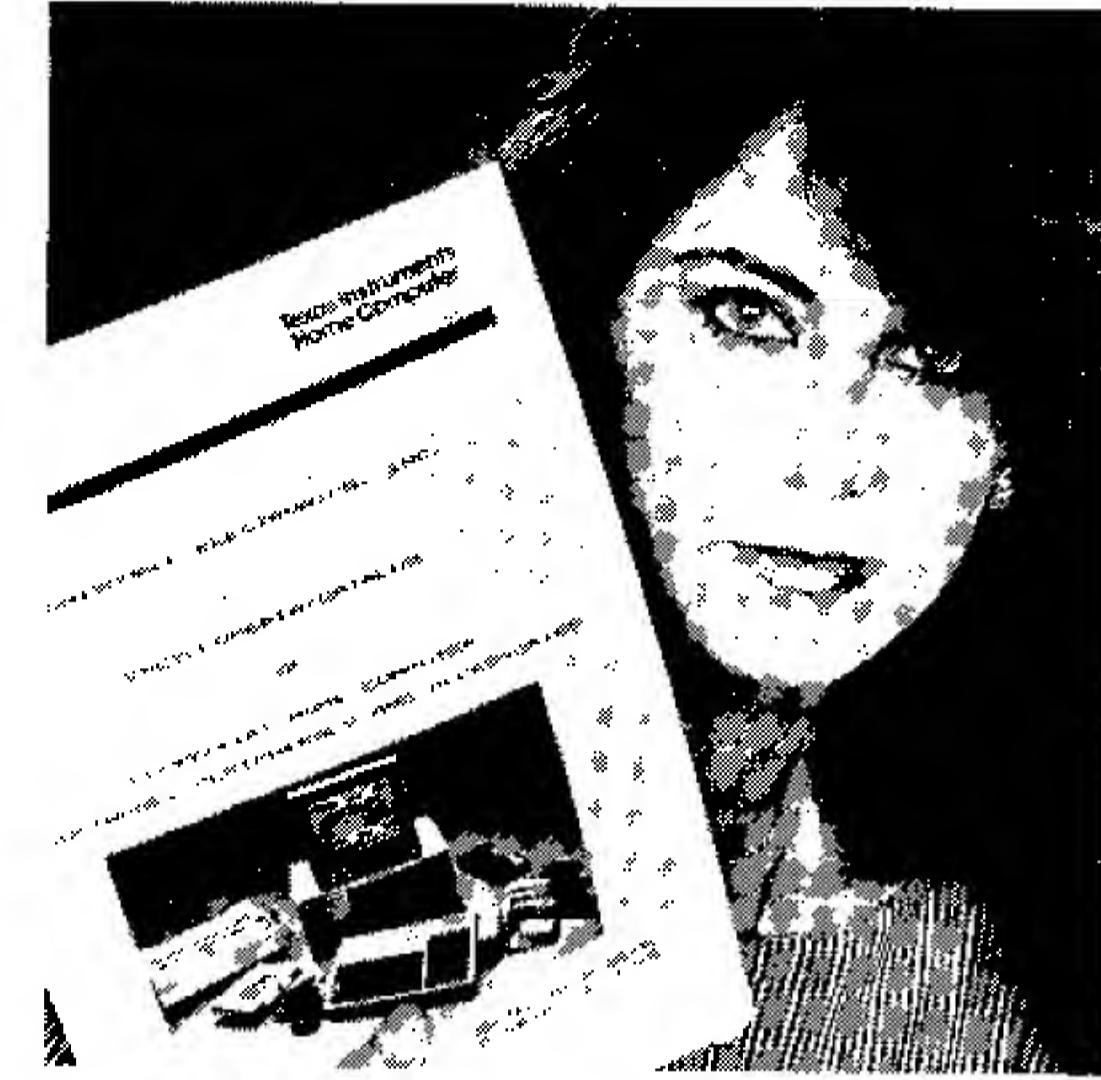
Lines 10-60 simply construct and color the boxes used in the rest of the program. Line 70 draws a black box (a 1 x 1 square) in the middle of the screen (Notice that shapes are colored BLACK by default.) Lines 80-110 illustrate the use of LOOK. Nothing will happen on the screen until a key is pressed, and perhaps held for a

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## BLOCKADE...from p.39

```

1000 GOTO 940
1010 GOSUB 2560
1020 GOSUB 2410
1030 CALL KEY(KBD,KEY,STAT)
1040 IF STAT<0 THEN 1080
1050 GOSUB 2660
1060 CALL KEY(KBD,KEY,STAT)
1070 IF STAT=0 THEN 750
1080 IF (KEY=32)*(SHOTS=0) THEN 1050
1090 IF KEY=32 THEN 1030
1100 CALL SOUND(90,-7,16)
1110 IF (KEY<13)+(KEY>159) THEN 1030
1120 IF (KEY>13)*(KEY<33) THEN 1030
1130 REM ***IMPACT GRAPHIC
1140 CALL GCHAR(R(KEY),CL(KEY),CODE
)
1150 CALL HCHAR(R(KEY),CL(KEY),136)
1160 CALL HCHAR(R(KEY),CL(KEY),CODE
)
1170 GOSUB 2220
1180 IF (CODE>33)*(CODE<38) THEN 124
0
1190 SHOTS=SHOTS+1
1200 IF SHOTS<LIM THEN 1030
1210 GOSUB 2510
1220 GOTO 750
1230 REM ***TEST FOR HIT
1240 IF CODE=34 THEN 1340
1250 IF CODE=35 THEN 1400
1260 IF CODE=36 THEN 1460
1270 REM **SHIP DESTRUCTION
1280 CALL HCHAR(T4,D,GRF(1))
1290 CALL HCHAR(T4,D-2,GRF(2),5)
1300 GOSUB 2130
1310 CALL HCHAR(T4,1,32,32)
1320 D=3
1330 GOTO 750
1340 CALL HCHAR(T1,A,GRF(1))
1350 CALL HCHAR(T1,A-2,GRF(2),5)
1360 GOSUB 2130
1370 CALL HCHAR(T1,1,32,32)
1380 A=3
1390 GOTO 750
1400 CALL HCHAR(T2,B,GRF(1))
1410 CALL HCHAR(T2,B-2,GRF(2),5)
1420 GOSUB 2130
1430 CALL HCHAR(T2,1,32,32)
1440 B=3
1450 GOTO 750
1460 CALL HCHAR(T3,C,GRF(1))
1470 CALL HCHAR(T3,C-2,GRF(2),5)
1480 GOSUB 2130
1490 CALL HCHAR(T3,1,32,32)
1500 C=3
1510 GOTO 750
1520 END
1530 REM ***INCREMENT SHIPS
1540 RANDOMIZE
1550 A=A+INT(2*RND)+1
1560 B=B+INT(3*RND)+1

```

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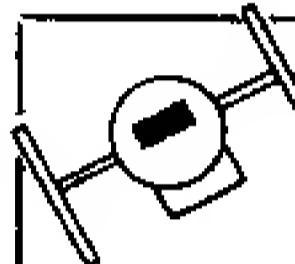
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### BLOCKADE...from p.59

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2150 CALL SCREEN(5)
2160 CALL SOUND(100,-7,12,110,24,12
0,26,140,28)
2170 CALL SOUND(800,-7,22,110,28)
2180 CALL SCREEN(2)
2190 TOTAL=TOTAL+1
2200 RETURN
2210 REM ***FLASH
2220 CALL SCREEN(7)
2230 CALL SCREEN(2)
2240 CALL SOUND(50,-7,26)
2250 RETURN
2260 REM ***SET UP SCREEN
2270 CALL CLEAR
2280 CALL SCREEN(2)
2290 GOSUB 2460
2300 GOSUB 2560
2310 CALL HCHAR(21,1,42,128)
2320 PRINT "*firing*****LOAD
DING*"
2330 PRINT "*mode*****"
2340 PRINT "*engaged*****"
2350 PRINT : : : :
2360 CALL HCHAR(19,1,42,192)
2370 CALL VCHAR(13,2,42,12)
2380 CALL VCHAR(13,31,42,12)
2390 RETURN
2400 REM ***FIRING SIGN ON
2410 FOR SET=9 TO 11
2420 CALL COLOR(SET,2,14)
2430 NEXT SET
2440 RETURN
2450 REM ***FIRING SIGN OFF
2460 FOR SET=9 TO 11
2470 CALL COLOR(SET,2,2)
2480 NEXT SET
2490 RETURN
2500 REM ***LOADING SIGN ON
2510 FOR SET=5 TO 7
2520 CALL COLOR(SET,12,2)
2530 NEXT SET
2540 RETURN
2550 REM **LOADING SIGN OFF
2560 FOR SET=5 TO 7
2570 CALL COLOR(SET,2,2)
2580 NEXT SET
2590 RETURN
2600 REM ***RADAR SCOPE
2610 FOR N=12 TO 21
2620 CALL VCHAR(15,N,159,8)
2630 NEXT N
2640 RETURN
2650 REM ***RADAR SCAN
2660 CALL SOUND(190,356,16)
2670 CALL COLOR(16,12,13)
2680 CALL COLOR(16,16,13)
2690 CALL COLOR(16,12,13)
2700 CALL COLOR(16,11,13)
2710 CALL COLOR(16,4,13)
2720 CALL COLOR(16,3,13)
2730 CALL COLOR(16,13,13)
2740 GOSUB 2560
2750 RETURN
2760 REM ***INSTRUCTIONS
2770 CALL CLEAR
2780 GOSUB 2510
2790 CALL COLOR(3,9,1)
2800 CALL COLOR(6,12,1)
2810 CALL COLOR(8,12,1)
2820 CALL SCREEN(2)
2830 PRINT "PRESS": :<ENTER> FOR M
ENU AND SCORE": :"<SPACE> FOR
FIRING MODE": :"<ALPHANUMERIC
KEYS> TO FIRE": :
2840 PRINT "RELEASE ALL KEYS FOR DE
FENSE": : :
2850 PRINT "<<WITH 99/4A CTRL AND F
CTN": :"KEYS EXTEND RANGE OF F
IRE": :
2860 PRINT "AND ALPHALOCK SHIFTS AI
M OF": :"LETTER KEYS> <TO SHIF
T AIM": :"OF NON ALPHA KEYS D
PRESS": : :
2870 PRINT "BOTH SHIFT KEY AND NON
ALPHA": :"KEY TOGETHER>">":
2880 IF DIS=1 THEN 2910
2890 INPUT A$
2900 GOTO 610
2910 RETURN
2920 REM ***TITLE/SCORE/MENU
2930 CALL CLEAR
2940 CALL COLOR(3,7,1)
2950 CALL COLOR(8,12,1)
2960 GOSUB 2510
2970 PRINT " NIGHT BLOCKADE": :
: BY ANTS REIGO": : :
2980 PRINT " ;TOTAL;"SUNK": :" A
CCURACY"; INT(TOTAL/TOTSHT*100)
;PERCENT": :
2990 PRINT " PRESS NUMBER": : -1
- NEW GAME": : -2- CONTINUE"
:
3000 PRINT : -3- END": : -4- IN
STRUCTIONS": :
3010 CALL KEY(0,K,S)
3020 IF S=0 THEN 3010
3030 IF (K<49)+(K>52) THEN 3010
3040 SLXN=N-48
3050 RETURN
3060 REM ***REDEF 99/4 KEYS
3070 R(46)=11
3080 CL(46)=26
3090 R(13)=11
3100 CL(13)=29
3110 GOTO 710
3120 REM ***MISSILE IMPACT
3130 FOR T=1 TO 4
3140 CALL SOUND(100,600,0,700,0,-2,
0)
3150 CALL SOUND(100,110,28)

```

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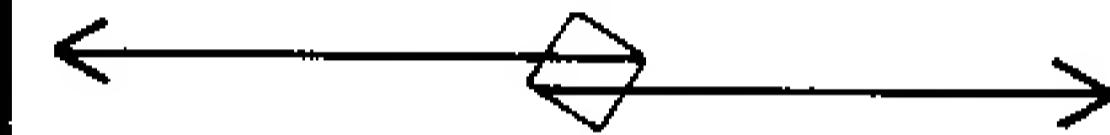
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## BLOCKADE

```
3160 NEXT T
3170 CALL SCREEN(10)
3180 CALL SCREEN(2)
3190 CALL SOUND(500,-7,0)
3200 CALL SCREEN(7)
3210 CALL SOUND(500,-7,15)
3220 CALL SOUND(500,-7,26)
3230 CALL SCREEN(16)
3240 CALL SCREEN(11)
3250 CALL SCREEN(2)
3260 IF SM=0 THEN 920
3270 CALL CLEAR
3280 CALL SOUND(900,20000,28)
3290 CALL SOUND(1,20000,28)
3300 GOSUB 2410
3310 GOSUB 2510
3320 DAM=INT(RND*2)+1
3330 IF DAM>=LIM THEN 3870
3340 PRINT " damage report": :
: : :"MISSILE IMPACT HAS WIPE
DUT": :INT(DAM/LIM*100); "PERC
ENT"
3350 PRINT "OF REMAINING FIRE POWER
"
3360 PRINT : : : :
3370 LIM=LIM-DAM
3380 MIS=MIS+1
3390 CALL SOUND(3000,20000,28)
3400 CALL SOUND(1,110,28)
3410 CALL CLEAR
3420 GOSUB 2560
3430 GOTO 730
3440 REM ***DEFEAT MESSAGE
3450 CALL CLEAR
3460 GOSUB 2510
3470 PRINT " THE BLOCKADE IS BROKE
N": : : " THE WAR IS LOST": :
: : : :
3480 CALL SOUND(3000,20000,28)
3490 CALL SOUND(1,20000,28)
3500 GOTO 610
```

```
3510 REM ***MISSILE LAUNCH
3520 CALL HCHAR(T1,1,32,A-2)
3530 CALL HCHAR(T1,A+1,33)
3540 CALL HCHAR(T1,A,34)
3550 CALL HCHAR(T1,A-1,38)
3560 CALL HCHAR(T1,A+2,32,31-A)
3570 IF (A<5)+(A>28)THEN 3580
3580 CALL VCHAR(T1-1,A-1,136)
3590 CALL VCHAR(T1-2,A-1,63)
3600 CALL GCHAR(T1-3,A-1,CD)
3610 CALL VCHAR(T1-3,A-1,136)
3620 CALL SCREEN(7)
3630 CALL VCHAR(T1-1,A-1,32)
3640 CALL VCHAR(T1-4,A-1,43)
3650 GOSUB 2220
3660 CALL VCHAR(T1-4,A-1,32,4)
3670 CALL VCHAR(T1-3,A-1,CD)
3680 RETURN
3690 CALL HCHAR(T2,1,32,B-2)
3700 CALL HCHAR(T2,B+1,33)
3710 CALL HCHAR(T2,B,35)
3720 CALL HCHAR(T2,B-1,39)
3730 CALL HCHAR(T2,B+2,32,31-B)
3740 IF (B<5)+(B>28)THEN 3750
3750 CALL VCHAR(T2-1,B-1,136)
3760 CALL VCHAR(T2-2,B-1,63)
3770 CALL GCHAR(T2-3,B-1,CD)
3780 CALL VCHAR(T2-3,B-1,136)
3790 CALL SCREEN(7)
3800 CALL VCHAR(T2-1,B-1,32)
3810 CALL VCHAR(T2-4,B-1,43)
3820 GOSUB 2220
3830 CALL VCHAR(T2-4,B-1,32,3)
3840 CALL VCHAR(T2-3,B-1,CD)
3850 RETURN
3860 REM ***DEFEAT MESSAGE
3870 CALL CLEAR
3880 GOSUB 2510
3890 LIM=0
3900 PRINT " THIS GUN EMPLACEMENT
": : : " HAS BEEN DESTROYED"
: : :
3910 GOTO 3480
```

## THE 99/4(A) PROGRAM EXCHANGE

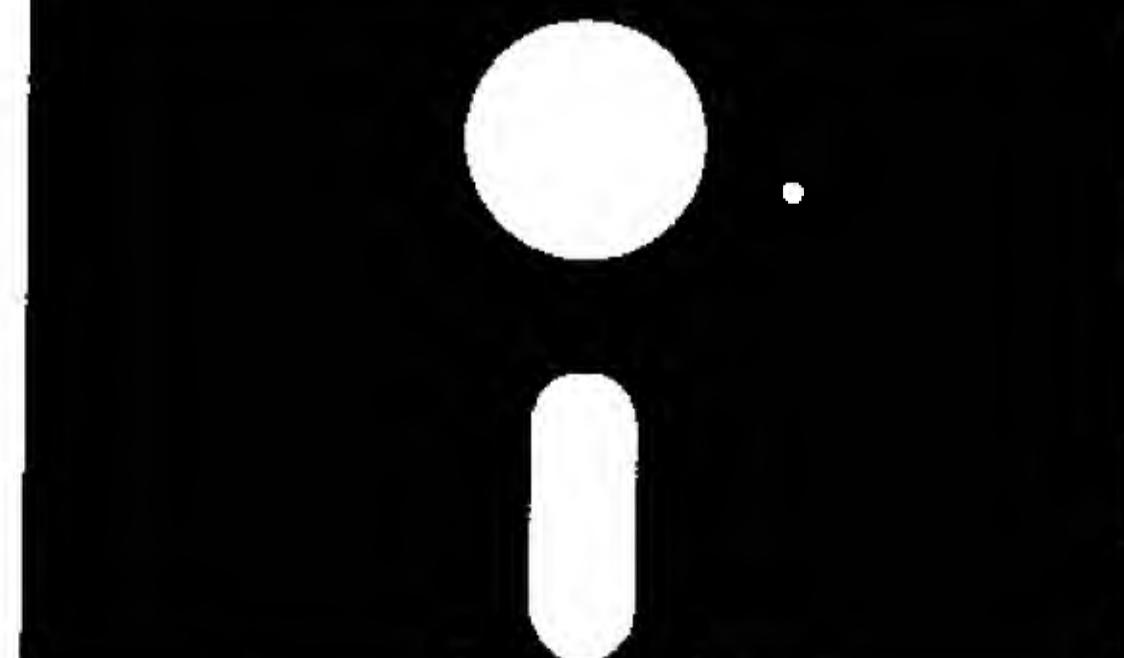


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## Printers On Review...from p.19

If you are going to connect the 83A to the TI-99/4A computer, you will need to alter the RS232 cable connecting the printer to the TI RS232 interface card. The wires to pins 11 and 20 must be interchanged on one end, or the computer will keep writing to the 83A even after the buffer is full, resulting in incorrect or lost information.

### Graphics

The 83A comes standard with a fixed set of block graphics characters. These characters are accessible with ASCII values 128 through 191, and repeated again at ASCII 192 to 255. The same type-styles for characters (such as condensed, or enlarged) can be assigned to block graphics, expanding their range of graphic effects.

### Documentation

The 83A includes a 75-page user's manual, and 7-page instruction manual. Both are informative, but finding specific information can be time consuming. The information presented could have been better formatted. Some of the explanations are too technical for the average consumer and are geared more for the hobbyist and serious programmer.

### Olive-1™

If you already own an Olivetti PRAXIS electronic typewriter—or are thinking of purchasing one—correspondence-quality printing with your Home Computer is now possible with the addition of the Olive-1 RS232 interface kit. If you do not own an Olivetti PRAXIS typewriter, the Olive-80™ typewriter/printer package is available from The Olive Branch Association, Ltd. for a suggested retail price of under \$750.00. The Olive-1 interface alone sells for a suggested retail price of \$249.00.

### Special Features

The Olive-1 is a serial communications interface (RS232), compatible with the TI-99/4A. The Olive-1 lets you convert the Olivetti PRAXIS typewriter into a powerful letter-quality printer. If you have completed one of the more complex *HeathKit*™ projects (such as a stereo amplifier) you can probably install this interface yourself. If you lack the necessary skills, Olive Branch will install the interface for \$50.00.

The Olive-1 is a grey box measuring 1.5" x 5" x 5.25". It has three connections. The first is a 9-volt cable supplied from a calculator-type power supply. (Note: Two AC wall outlets will be required, one for the PRAXIS and one for the Olive-1). The second is a flat ribbon cable which you must install in the PRAXIS typewriter. The third is the RS232 cable which connects to the RS232 interface card in the TI Peripheral Expansion Box.

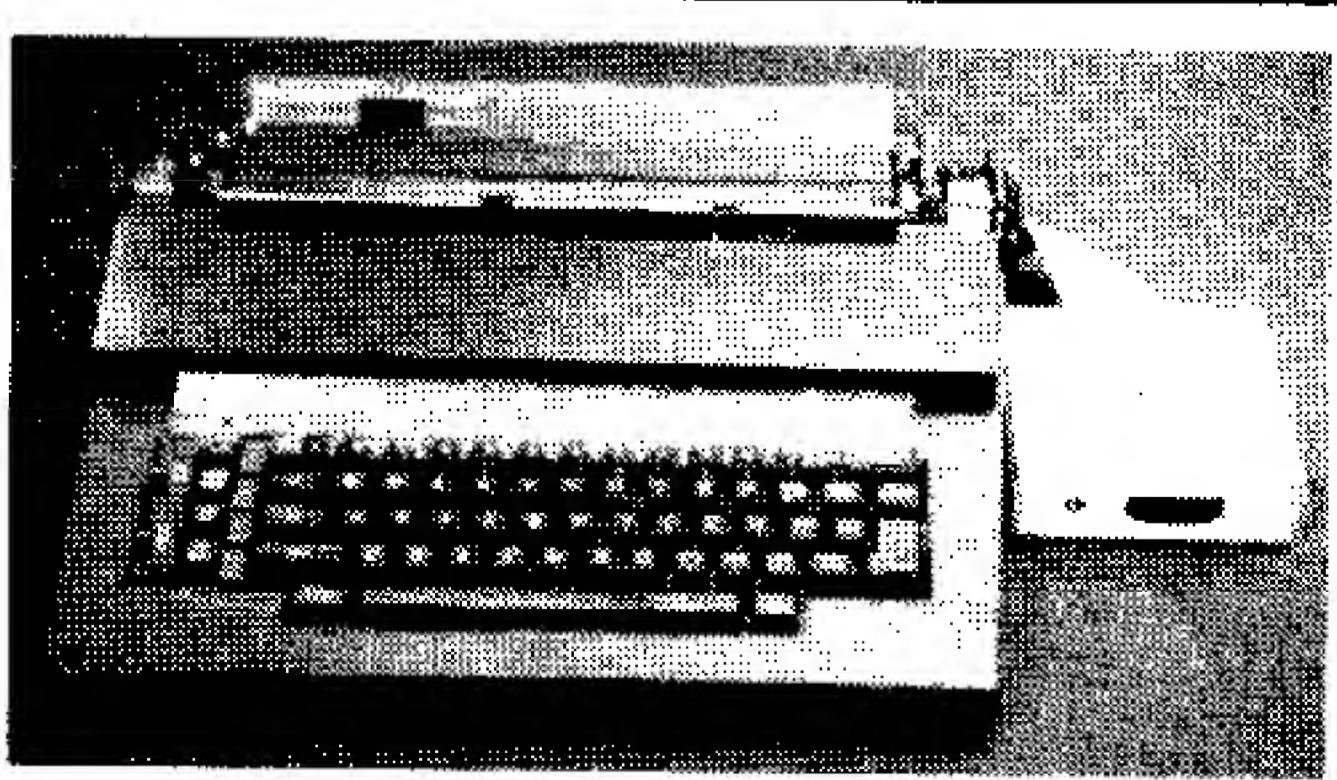
One feature really sets this printer apart from the others: You can, at any time, stop sending information from the computer and type right on the paper from the typewriter keyboard. Olive Branch has not, however, made provisions for transmission from the keyboard back to the computer.

The PRAXIS typewriter is capable of printing up to 165 characters per line at a speed of 12 characters per second. Used as a typewriter, it contains a 10-character buffer with automatic correction. The Olive-1 gives the PRAXIS a 165 character buffer, and can accept three baud rates: 110, 300 and 1200 bps. The PRAXIS also features an interchangeable daisy-wheel printing element.

The following is an example of the PRAXIS type:

### Olive-1™

At the time of this review, the Olivetti PRAXIS will be replaced by the Olive-80. The PRAXIS will be discontinued in early 1983. The Olive-1 is a small, rectangular unit with a keyboard and a small liquid crystal display (LCD) screen. It is designed to be connected to a computer via a serial port. The Olivetti PRAXIS manual will be replaced by the Olive-80 manual. The Olivetti PRAXIS will be discontinued in early 1983.



### Documentation

The Olive-1 comes with two separate manuals. The installation manual is very clear and must be read completely if you decide to do the installation yourself. Our feeling is that an ex-

## Who Needs A Printer?!...from p.17

single character or changing the margin alignment? These capabilities are luxuries for some users, necessities for others.

### After the Honeymoon

Looking ahead, think about operating costs and maintenance—especially in terms of the two major consumables: (1) ribbons and (2) print-heads or daisy-wheels. Before choosing between two similar printers, compare the costs of replacing these items. Find out the estimated life of each, in terms of total characters printed. How convenient is it to replace a ribbon? Can you replace the print-head, or is that a service center procedure?

If you follow these guidelines in making your purchase, you will easily learn to live with, and even love, your new printing partner.

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perienced technician should do the job—to ensure proper operation and to avoid damage to the PRAXIS.

At the time of our evaluation, the user's guide was in a provisional format with the attached statement "The forthcoming OLIVE-80 USER'S MANUAL will cover in depth what the present text can only hint at. Every registered OLIVE-80 owner will receive the user's guide as soon as it comes off the press."

The 18-page provisional manual covers the initial connection and testing of the installation. This guide lacks information on utilizing the super-fancy printing capabilities of the system, but much of this can be figured out by most users. Besides, the system is very useful without all the "bells and whistles."

### General Comparison of Printers

Now let's make some general comparisons so that you can better choose a printer that will fit your needs.

If, for example, type-styles are a major concern, the Gemini-10 has an outstanding selection. It is also capable of dot-graphics, as are the TI 99/4 Impact Printer and Print Mate 99 printer. If speed is of the utmost importance, the Microline 83A will finish first at 120 cps, although the Print Mate 99 and Gemini-10 are not far behind at 100 cps.

Three printers have wide carriages—the Microline 83A, a wide-carriage model of the Gemini-10 (the Gemini-15) and the wide-carriage model of the PrintMate 99 (the PrintMate 150).

For quality of print, the Olivetti is in a class by itself. It is a relatively slow printer with single-sheet feed only, but its daisy-wheel provides letter-quality characters.

Now down to the money. It is misleading to make quick comparisons of suggested retail prices without considering hidden costs. You have to consider the cost of ribbons: \$2-\$5 for the spool-type used on the Microline 83A and Gemini-10, and \$8-\$16 per cartridge for the others. Also, the cost of different paper types may be a consideration.

These many factors make your decision a complex one, but it is worth the effort to take the necessary time in selecting the printer that will best fit your requirements.

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### For Further Information:

On the Gemini-10 Printer contact:  
Star Micronics, Inc.  
Suite 216

1120 Empire Central Place  
Dallas, TX 75247

On the Microline 83A contact:  
Okidata Corp.

111 Gaither Drive  
Mt. Laurel, NJ 08054

On the Olive-1 Kit contact:  
The Olive Branch

Association, Ltd.  
26291 Production Ave., Ste. 205  
Hayward, CA 94545

On the PrintMate 99 Printer  
contact:  
Micro Peripherals, Inc.

4426 South Century Drive  
Salt Lake City, UT 84107

On the TI 99/4 Impact Printer  
contact:  
Texas Instruments

Consumer Relations Dept.  
P. O. Box 53  
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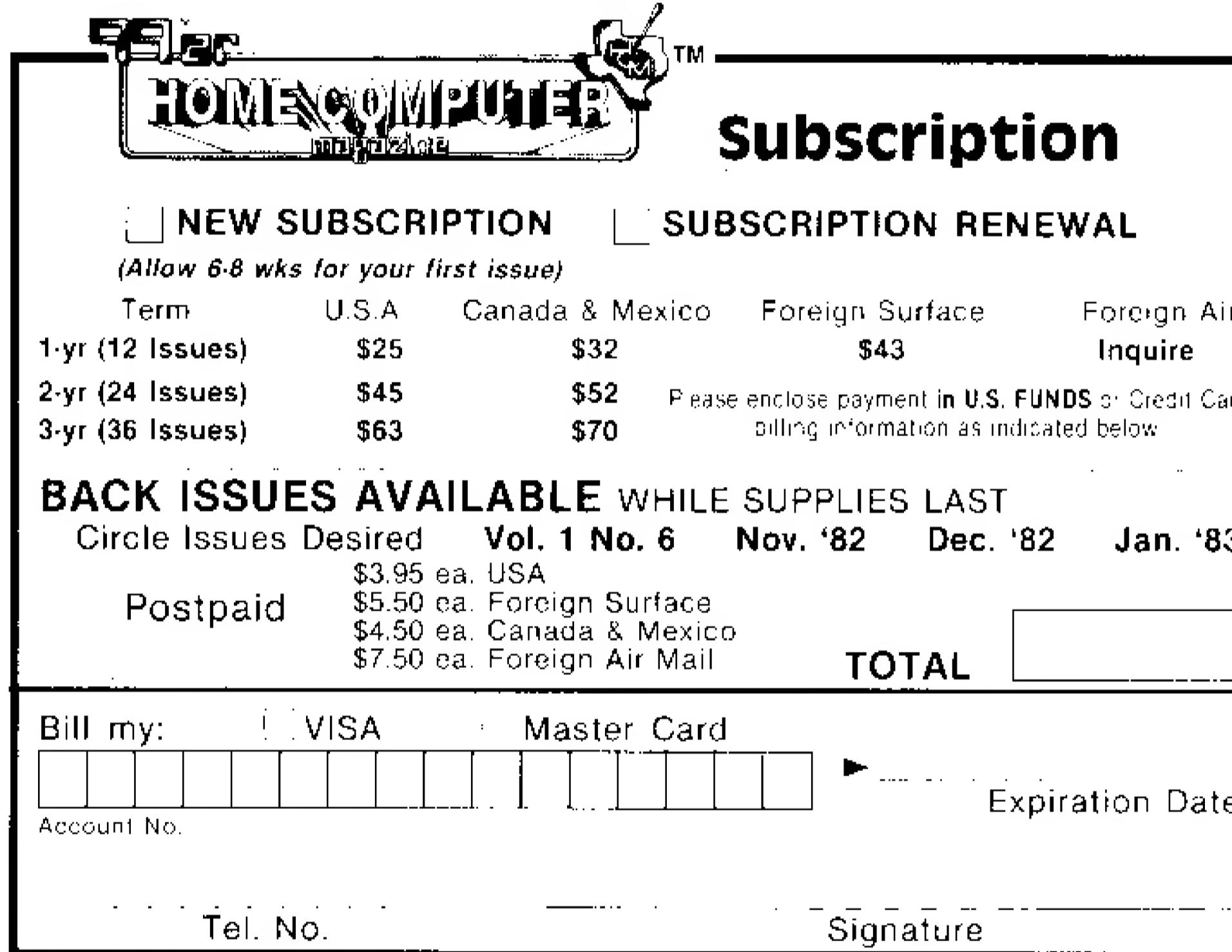


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### Adventuring...from p.50

All of these have been done. Try to come up with something original.

Set up a sequence that will support the theme. For example, if the theme is to escape a burning building, maybe the adventurer should pour water on a key (otherwise too hot to handle). If the adventure takes place in Darkest Africa, maybe you should have the hero meet up with a lion, which he must face with a bow and arrow. Now let him find a bow, but make him fashion his own arrows.

Make up a list of objects that are in keeping with the sequence. To pour water, you will need a source and some kind of container. To kill the lion, you'll have to add a lion, a bow, a knife, a bowstring, and a tree branch (for the arrows). You may want to add a tree and make the hero cut a branch.

Make up a list of verbs your program can understand. To kill that lion, you will need words like cut (branch), whittle (branch), tie (bowstring), fire (arrow or bow), and kill (lion). Don't make the list too long, and provide alternative words that will be legal: (e.g., "hack" for "cut.")

Draw up a map. First enter the usual connections. Then add the more devious ones that require the player's imagination. Start adding objects to the rooms. Spread the objects around so that, for example, the knife, the bow, and the bowstring are not in the same or adjoining rooms.

Write a list of room descriptions. Try to describe everything visible but don't give *too* many details. You could chew up too much memory for the adventure to fit into your computer.

Now you can begin writing that great adventure epic that you have been dreaming of. After it has been written and debugged, ask a friend (or enemy) to give it a try. Accept any constructive criticism. The game may be too hard or too easy. Maybe it has some illogical events. Listen to your critics carefully. You can never tell how difficult your adventure is, because *you* created it. You know that he has to make an arrow to kill the lion, but unfortunately no one else may think of it. Having completed your adventure, you can congratulate yourself on joining the illustrious ranks of adventure creators, just like Scott Adams!

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### ASPIC...from p.58

any pattern that will let us predict how many 9's we need?

```

NINES
10 CLEAR
20 PRINT "WHAT IS THE DIVISOR"
30 ASK FOR DIV
40 REPEAT UNTIL DIV=0
50 PRINT "THE REMAINDERS ARE:"
60 LET REM=9
70 REPEAT UNTIL REM<DIV
80 LET REM=REM-DIV
90 END
100 PRINT REM
110 LET COUNT=1
120 REPEAT UNTIL REM=0
130 LET REM=10*REM
140 LET REM=REM+9
150 REPEAT REM/DIV
160 LET REM=REM-DIV
170 END
180 PRINT REM
190 LET COUNT=COUNT+1
200 END
210 PRINT "THE NUMBER OF RE-
MAINDERS WAS"
220 PRINT COUNT
230 PRINT "WHAT IS THE DIVISOR"
240 ASK FOR DIV
250 END

```

*Nines* performs divisions for children, who might otherwise produce errors that would spoil the patterns. Of key interest here is the sequence of remainders obtained in dividing strings of 9's. The number of re-

mainders needed to get a 0 remainder is the number of 9's we are looking for:

027	
37	999
0	
99	9 was the first remainder
74	
259	25 was the second remainder
259	
0	0 was the third remainder

In *Nines*, the successive remainders are displayed until the remainder is 0, then the number of remainders is displayed. Lines 20-30 ask for the first divisor. Lines 60-110 calculate, print and count the first remainder. Lines 120-200 handle the rest of the sequence as follows: Lines 130-140 "bring down the next 9" as we do in the long division process. Lines 150-170 compute the remainders (Note that Lines 70-90 and 150-170 have the same effect. Either can be used in both places if you wish!) Line 180 prints the remainder. COUNT, which keeps track of the number of remainders, is increased in Line 190. Lines 210-220 print the total number of remainders needed. Lines 230-240 ask for the next divisor, and Line 250 returns control to Line 40. To stop the program, enter 0 as a divisor.

*Nines* happens to bring up a typical mathematical question: How do we know if the division will come out even? If we use a divisor of 6, for example, it won't

work! This will cause an infinite loop in Lines 120-200. The program will keep printing out remainders "forever" or until the number of remainders gets too large for the computer to handle. (It will certainly seem like forever.) To stop the program, you must use the ASPIC break key, which is the '?'. (You may have to hold it down for a second). Part of the research then becomes the question: "For which divisors will I get an infinite sequence of remainders?" The process of gathering data to answer one question raises new questions! This is very common in creative mathematical work.

The programming in *Nines* shows the value of the REPEAT UNTIL command in ASPIC. The loop structure in BASIC (FOR . . . NEXT) would require us to know how many remainders we will need. But this is precisely what we are trying to find out! The use of an IF statement is necessary in BASIC. This illustrates the difficulty a beginner faces in trying to express thought patterns clearly in a computer language like BASIC. In ASPIC, all groups of commands that are to be repeated are labeled REPEAT! (It should be noted for those who know the Pascal language that REPEAT UNTIL in ASPIC is an entry-checking loop. There is no exit-checking loop).

The four programs given here show different ways a computer can be used in the classroom. We hope that teachers will be able to take these as models for designing and writing their own programs in ASPIC.

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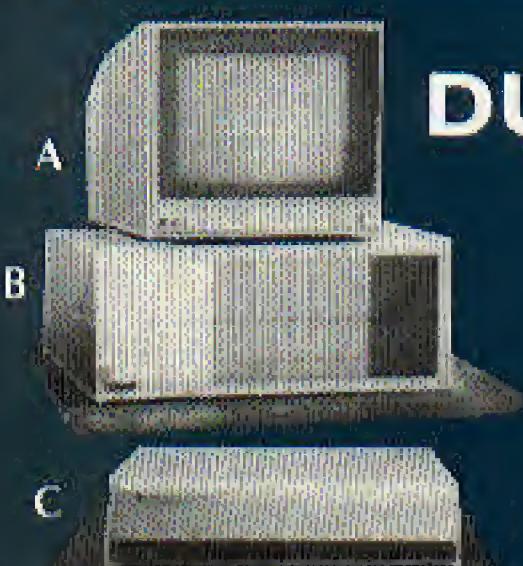


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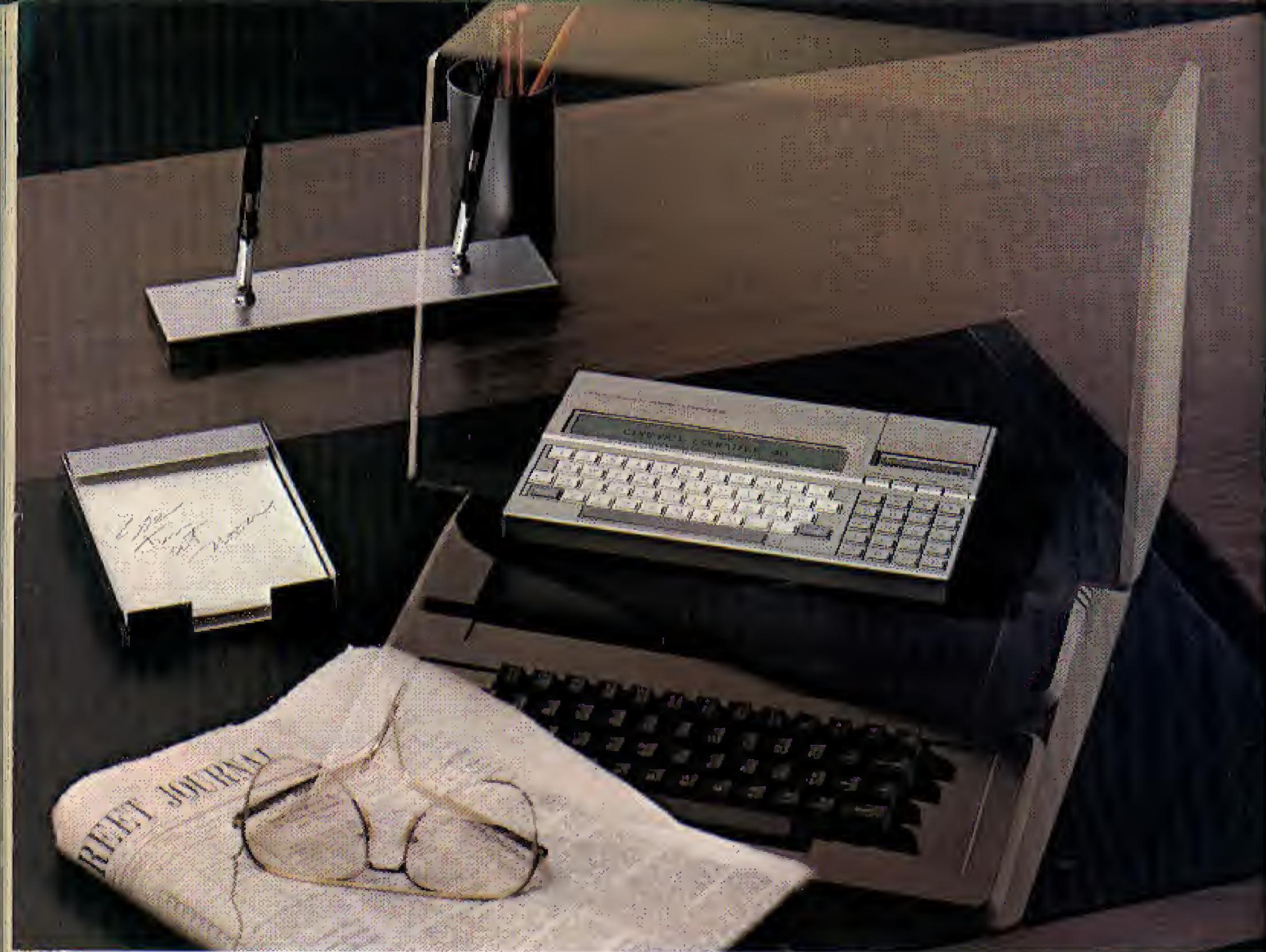
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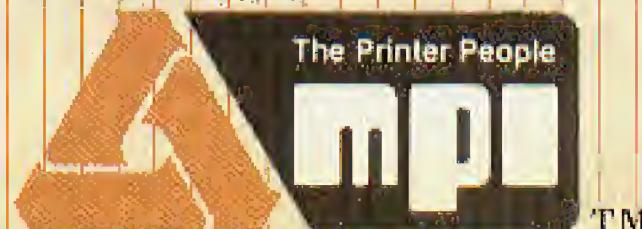
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